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The sequential development of reading skills by grade level is presented. Such a guide should help secondary teachers in directing reading development and promoting pupil growth, in understanding and evaluating the reading ability of each student, in identifying his specific needs, and in planning ways to meet those needs.

The guide describes the sequential development of the following abilities, listing the specific skills comprising each ability at the appropriate grade level: reading readiness, word recognition (Analysis), comprehension, study research organization (Integration and Assimilation of Ideas), creative reading (Interpretation of Ideas), critical reading, oral reading, and adjustment of reading rate.

A supplement containing a glossary of reading terms accompanied the text.

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# READING GUIDE

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# READING GUIDE

San Francisco Unified School District
135 Van Ness Avenue, San Francisco 2

Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Since widely varying levels of reading ability are to be found in the secondary schools, it is necessary that all secondary school teachers have knowledge of the sequential development of the reading process. This knowledge makes it possible for them to continue the reading program begun in the elementary school, with necessary adaptations to the needs of secondary school. This reading program should extend into every subject area, with every teacher assuming responsibility for the improvement of reading in his particular area.

This Reading Guide is intended for use by teachers in the secondary schools. The guide presents a chart of the sequential development of reading skills by grade level. Such a guide should help secondary teachers in directing reading development and promoting pupil growth, in understanding and evaluating the reading ability of each student, in identifying specific needs and planning ways to meet these needs.

The guide should also give assistance in the areas of reading and literature by indicating expected grade level objectives and the continuity by which these objectives may be achieved. The objectives and continuity are described in terms of a series of abilities and the specific skills that comprise each ability.

The guide presents a comprehensive list of all reading skills showing their development from grades one through twelve. Indicated are the following: the grade or grades where each skill is introduced informally for students who are at expected grade level achievement, as a basis for greater emphasis in later grades; the grade or grades where the skill is given emphasis by practice and maintenance so as to acquire efficiency; and the grade or grades where the skill is reviewed and reinforced by continued development and extension of the skill as it may occur in reading materials.

Listing the skills in this manner should be an aid to secondary teachers of all subjects in identifying the following: the reading skills not yet mastered by some students and therefore skills that must be taught, skills that need to be reviewed and strengthened, and skills next in order which may be presented to students who are on a more advanced reading level. Whenever possible, examples of types of practice in the skill or in the application of the skill are included. These examples can be utilized by the teacher for diagnosis, evaluation, remedial procedures and in planning developmental reading.

The guide describes the sequential development of the following reading abilities with a listing of the specific skills comprising each ability and the various grade levels where the skills are to be developed:

- Reading Readiness
- Word Recognition (Analysis)
- Comprehension
- Study-Research
- Organization (Integration and Assimilation of Ideas)
- Creative Reading (Interpretation of Ideas)
- Critical Reading (Logical and Critical Thinking)
- Oral Reading
- Adjustment of Reading Rate

All staff members are invited to suggest additions or revisions that might make this guide more useful.

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# READING

## INTRODUCTION

### Nature of Reading

Reading is a complex thinking process by which the reader reacts or responds appropriately to, or relates meaning to printed symbols. Through the reading process the reader gains understanding of concepts and ideas expressed on the printed page.

Reading is basic to all study areas and is an essential tool of learning. Competence in reading is essential for personal growth and satisfaction and for successful participation in democratic living and society.

The reading process consists of a number of aspects or abilities. Each aspect or ability is made up of a number of specific skills. Successful growth in the reading process requires the orderly development of the reading abilities and their specific skills.

The skills that make up the reading abilities are acquired over a long period of time. The teaching and learning of reading is and must be a continuous process. Instruction in and learning of reading does not end with the sixth grade, or at any given time, but must continue into junior high school, senior high school, and college.

### Reading in the San Francisco Secondary Schools [1]

In junior and senior high school, definite provisions should be made for reading instruction as an integral part of the English period. The specific amount of time devoted to reading instruction will be determined by the staff of the English department in each school. The time required and the nature of the instruction will be based on the student's needs and interests:

His needs for additional skills to meet new demands in subject matter

His need to learn the highly complicated, advanced skills for technical and professional reading

His needs for more drill in simple reading skills

His needs for growth in reading ability to keep pace with his changing and maturing interests

In addition to definite provision for reading instruction in the English program, it is necessary for the teachers of other subjects to help students meet their reading needs as they occur in those subject areas. The teacher should accept the responsibility of providing for each student's growth in reading, at whatever level of competence he may find the individual student.

---

[1] Adapted from Teaching Guide Reading - Kindergarten through Grade 12 - San Francisco Public Schools, 1951, pp. 11-35.

## Point of View

The chief responsibility of the instructional program is to see that each individual student achieves his maximum competence with reading. Adequate opportunities and resources should be provided for meeting this responsibility. The best procedures and varied materials should be utilized.

While giving full recognition to the importance of reading skills, the teacher should be cognizant of the contribution each individual, no matter what his reading competence, may make to contemporary society.

The responsibility of the reading program is:

> To help the maturing individual to understand better the changing world about him
>
> To provide instruction in reading in every year of the student's school experience
>
> To provide opportunities in the school schedule for free reading in every year of the student's school experience; "free reading" means that the student has opportunities to read for his enjoyment with no compulsion.
>
> To provide for the enrichment of the reader's personality and social development through literature, and to encourage the reading of literature as a leisure time activity.

The need to read occurs in every school subject and in many life activities. The various reading skills should be taught and practiced whenever and wherever need for them arises in the learner's school and community life.

Printed symbols lack meaning to the reader at any age unless he has had real or vicarious experience with the concepts involved; so provision must be made for extending and enriching his experience with real situations. Reading readiness must be developed not just in the first year of school, but whenever a new field or form of reading is to be introduced.

Since reading cannot be isolated from what is read, the practice material for drill should be suited in content to the reader's maturity.

It is desirable to develop an extensive background in literature, but it should be varied according to individual differences. All students cannot profit by nor enjoy the same books, but all can profit by wide reading of literature suited to personal needs.

Since a person develops more and more varied interests the further he advances in school, the reading program should provide increased flexibility and increasingly varied materials and procedures to meet the needs of this growth.

Learning to read is vastly accelerated when:

> The learner knows the purpose for which he is reading. If he has strong motives, he will develop interest and effective thinking.
>
> The learner himself knows his need for drill.

Drill is not mere repetition of responses, but repetition of stimuli for the same response.

Drill is transferred from the practice stage to actual use in real situations.

## Objectives or Outcomes of the Reading Program

As outcomes of the student's reading experiences:

He will enjoy reading.

He will turn to reading as one means of solving a problem, learning about things, learning how to do things, getting materials with which to think.

He will acquire a favorable attitude toward reading.

He will grow in ability to use reading skills.

He will formulate opinions based upon adequate and accurate sources of information.

He will recognize the possibilities, the dangers, and the limitations of printed materials.

He will learn to distinguish differences in quality with regard to beauty, truth, character.

He will gain deep understandings of himself and the world and his relations to it.

He will accept his responsibilities to act as a member of a democratic society.

# PHASES OF THE BALANCED READING PROGRAM

reading program has a number of important phases.

A reading program should be well-balanced and provide instruction in each kind of reading, and each kind should be given its rightful emphasis.

The student does three, inter-related kinds of reading:

(1) Developmental Reading
(2) Functional Reading
(3) Recreational Reading

## (1) Developmental Reading

Developmental reading is the specific instruction and practice in reading and reading-thinking skills which are provided for throughout the student's whole school experience in all grades. Through developmental reading activities the student develops proper reading habits, attitudes and abilities.

Growth in ability to use reading and reading-thinking skills takes place in two ways: by providing opportunities, and by providing instruction. In this Guide the specific instruction in basic skills is termed developmental reading. The opportunities for growth in skills are found in functional, enrichment and recreational reading. Need for developmental drill always arises in functional reading, or occasionally in enrichment and recreational reading. After drill, the teacher is careful to plan for the use of the skill where the need arose and in many other functional reading situations.

Developmental reading consists of directed work-type activities in silent and oral reading. The materials for developmental reading are largely found in reading textbooks such as basal readers, supplementary readers, and anthologies. The materials used in functional reading situations sometimes become the best developmental drill materials; (i.e., finding the topic sentences in a newspaper article, or learning alphabetizing by using the telephone directory). Many materials for developmental reading are created by the teacher and by the class to meet specific needs; (i.e., the writing and reading by students of their own experiences as a means of associating oral vocabulary with the written symbol).

## (2) Functional Reading

Functional reading is the main stream of reading done by the student in meeting life and school needs as a person and as a member of groups.

Whenever the student is aware that he is reading to solve an actual life or school problem, or reading to meet a life or school need, he is reading functionally. Functional reading is, therefore, an all-inclusive term. The student on his way to school reads traffic signals, a theater marquee, the newspaper headlines, the price listing of something that he would like to buy. He is reading functionally.

The content for functional reading will be as broad as the student's needs and interests. The skillful teacher makes full use of the interests the student has; but he opens doors, and takes him beyond his sometimes narrowing environment to wider fields.

For this kind of reading, the teacher and students use readers and other textbooks, encyclopedias, newspapers, magazines; but are in no sense limited to them. All materials that people read become appropriate materials for functional reading and any necessary developmental drill. Functional reading includes the reading done in all school subjects.

The teacher should be aware of the functional reading instruction which is needed in his particular subject area.

### (3) Recreational Reading

Recreational reading is the reading done voluntarily for "fun."

The adult will not have a habit of reading for enjoyment unless the student is given experiences which will encourage that habit. One learns to enjoy reading by forming many pleasurable associations with books and by having frequent opportunities to select whatever one likes to read. The school program should provide the three essentials for recreational reading: time, incentives, materials.

The teacher should use and provide every possible opportunity for recreational reading in secondary schools. An abundance of attractive material appealing to a wide range of reading interests at varying ability levels should be available in the classroom and library. Students should be encouraged to do much recreational reading; the teacher should discover and utilize the possibilities for informal guidance.

The following are some suggestions regarding time for recreational reading:

A class bookcase or table to which students are allowed to go whenever they have finished some other task

A free reading period at regular intervals

The students read whatever they choose, with the teacher constantly available for guidance and help. This may well be the teacher's most valuable opportunity to learn about students' reading tastes and abilities, and to stimulate improvement.

Class visits to the school library

Class visits to the public library

## Literature

Literature provides many opportunities for the enrichment of the reader's personality. Literature should provide a means to meet the personal and social needs of the individual for developing self-understanding and an understanding of the world and the student's relation to the world and its people.

Content for literature as a school subject is usually the direct concern of the English teacher. The teacher should introduce as much good literature as the students can absorb. A wide range of interesting reading material should be made available at all times. There should be many opportunities for students to develop an appreciation and an honest respect for good literature, as well as a criteria for evaluating literature, according to varying interests and needs. Students should be guided without force into many areas of good literature.

## Oral Reading

Oral reading activities will develop or arise out of developmental functional, enrichment and recreational reading. Through oral reading students will be given many opportunities to share ideas or information they have read with others.

> A reading program makes provision for Specialized Reading Services, Grouping, Planning, Motivation, Varied Methods, a Wide Range of Materials and Evaluation.

## Remedial Reading

A reading program provides specialized reading services.

In addition to the grouping of students in classes and in groups within a class, it is often necessary to provide specialized reading services, in the form of special-needs grouping, for students needing help in the treatment of reading difficulties.

## Grouping

A reading program provides for grouping within the class.

The teacher studies the reading attainments of the students as a basis for grouping. He will plan the most effective grouping of his class for reading instruction. The grouping should be flexible and should vary from time to time with the purposes of instruction. Grouping within the class has unlimited possibilities as a teaching device.

> The class may be in groups at times with reference to needed specific reading skills.
>
> The class may be in groups at times with reference to like interests, but using materials of varying difficulty.

The class may work as a unit at times with reference to a specific interest or need.

Each student may be working at times on an individual need or interest and proceeds at his own rate.

The class may be brought together for certain audience, discussion, evaluation and planning situations.

## Planning

A reading program provides planning to meet students' needs.

Skill in educational planning means skill in helping the student to see the relationship between his personal needs and the needs of society.

The teacher plans for his students and with his students. Teacher planning and teacher-student planning are of equal importance; neither is sufficient without the other.

## Motivation, Methods, and Materials

A reading program provides a wide range of materials, varied methods and motivating devices.

The materials may be selected from

Those supplied by the state (state adopted)
Those approved and supplied by the San Francisco Public Schools
Those found in the home and community activities and interests of the pupil

Good but varied teaching procedures and motivating devices are used. These depend upon the students' specific needs, as well as the experience and personality of the teacher.

## Evaluation

A reading program provides for continuous evaluation in each phase of development.

Evaluation is an integral part of the educational program, to determine the extent of growth in the desired outcomes of teaching. There should be evaluation before teaching and after teaching so as to improve instruction and learning. A variety of techniques such as teacher observation, interviews, conferences, tests and self-evaluation should be utilized to measure growth.[2]

---

[2] Adapted from Teaching Guide Reading - Kindergarten through Grade 12 - San Francisco Public Schools, 1951.

# KEY TO READING SKILLS

The columns at the right indicate the grade levels. The column marked "6 or below" indicates a grade level of 6 or below.

| | |
|---|---|
| X | Denotes the grade or grades in which the skill is introduced informally, as a basis for greater emphasis in later grades. Applies to students who are at expected grade level achievement in reading. |
| XX | Denotes the grade or grades in which emphasis is given to the skill by practice and maintenance so as to acquire proficiency. |
| - - - - | Denotes review and reinforcement by continued development and extension of the skill as it may occur in reading materials or review of the skill as the need is indicated. |

Because students differ in ability to acquire reading skills, teachers in the secondary schools will find students with varying reading abilities in each grade level. Reading instruction should begin at the individual's own reading level and develop from that point forward.

## READING

| READING READINESS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Develops readiness needed for success in each level of reading | | | | | | | |
| Acquires experience background, interests and correct attitudes, vocabulary, concepts, needed skills and an understanding of the purpose of a specific reading assignment needed for the successful reading (thinking) of the assignment.......................... | XX | XX | XX | XX | XX | XX | XX |
| Acquires skills through pre-reading activities and experiences as a preparation for reading (for recognizing and understanding printed symbols): | | | | | | | |
| auditory acuity and perception, visual discrimination, kinesthetic development, language concepts, language development, emotional-social attitudes.................... | XX | - - | - - | - - | - - | - - | - |
| Visual Discrimination Skills | | | | | | | |
| Acquires the ability to see likenesses and differences in: | | | | | | | |
| color, size, arrangement of different objects............................ | XX | - - | - - | - - | - - | - - | - |
| pictures, geometric figures.......... | XX | - - | - - | - - | - - | - - | - |
| letter and word forms................ | XX | - - | - - | - - | - - | - - | - |
| Recognizes and understands correct serial order......................... | XX | - - | - - | - - | - - | - - | - |
| Identifies and matches objects according to shapes and sizes..................... | XX | - - | - - | - - | - - | - - | - |
| Identifies internal and external likenesses and differences in (detail, configuration, form): | | | | | | | |
| pictures............................ | XX | - - | - - | - - | - - | - - | - |
| word forms.......................... | XX | - - | - - | - - | - - | - - | - |
| letters............................. | XX | - - | - - | - - | - - | - - | - |
| Recognizes the relationship between a picture and a related word or group of words | XX | - - | - - | - - | - - | - - | - |

# READING

| READING READINESS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Uses pictures as an aid in recognizing new or unfamiliar words | XX | --- | - - | - - | - - | - - | - - |
| Learns to identify and discriminate letters of the alphabet | XX | --- | - - | - - | - - | - - | - - |
| Develops kinesthetic - visual ability (eye-hand coordination) through tracing, coloring word blocking, drawing, manipulating such materials as clay, finger paint, puzzles, using brushes | XX | | | | | | |
| Mechanics of Reading | | | | | | | |
| Acquires left to right eye progression; makes accurate return sweeps | XX | - - | - - | - - | - - | - - | - - |
| Acquires top to bottom eye progression | XX | - - | - - | - - | - - | - - | - - |
| Develops a wide recognition span (amount that can be seen in one fixation - the stops or pauses made by the eye along a line of print) | XX | - - | - - | - - | - - | - - | - - |
| Acquires the ability to use eye sweep line to line | XX | - - | - - | - - | - - | - - | - - |
| Develops proper eye span so that he reads phrases, not words | XX | - - | - - | - - | - - | - - | - - |
| Avoids unnecessary head movements and vocalization | XX | - - | - - | - - | - - | - - | - - |
| Learns to maintain appropriate posture | XX | - - | - - | - - | - - | - - | - - |
| Learns to hold books properly (correct distance from eyes) | XX | - - | - - | - - | - - | - - | - - |
| Auditory Acuity and Auditory Perception (Listening Skills) | | | | | | | |
| Listens for and identifies common sounds | XX | - - | - - | - - | - - | - - | - - |
| Recognizes likenesses and differences in sounds | XX | - - | - - | - - | - - | - - | - - |
| Perceives location of sounds | XX | - - | - - | - - | - - | - - | - - |

# READING

| READING READINESS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes rhymes and rhyming sounds | XX | - - | - - | - - | - - | - - | - - |
| Supplies rhyming words | XX | - - | - - | - - | - - | - - | - - |
| Develops an awareness for and recognizes similar sounds at the beginning of pictured words, spoken words, in riddles | XX | - - | - - | - - | - - | - - | - - |
| Follows directions | XX | - - | - - | - - | - - | - - | - - |
| Identifies an exceptional word (that begins with a different sound) in a list of words with like beginnings spoken by the teacher | XX | - - | - - | - - | - - | - - | - - |
| Associates the sound of the word and its meaning with the printed symbol | XX | - - | - - | - - | - - | - - | - - |
| Language Growth and Development, Concept Building | | | | | | | |
| Acquires language developmental meanings | | | | | | | |
| Associates and relates ideas | XX | - - | - - | - - | - - | - - | - - |
| Understands story, story theme | XX | - - | - - | - - | - - | - - | - - |
| Acquires concepts of words; uses words in conversation | XX | - - | - - | - - | - - | - - | - - |
| Acquires facility in the use of ideas | XX | XX | XX | XX | XX | XX | XX |
| Formulates simple sentences, and speaks with ease and freedom in simple sentences | XX | - - | - - | - - | - - | - - | - - |
| Acquires an awareness of sentence structure | XX | - - | - - | - - | - - | - - | - - |
| Acquires accurate enunciation and pronunciation | XX | - - | - - | - - | - - | - - | - - |
| Acquires a speaking vocabulary | XX | XX | XX | XX | XX | XX | XX |
| Expresses ideas | XX | XX | XX | XX | XX | XX | XX |
| Speaks clearly and plainly | XX | XX | XX | XX | XX | XX | XX |
| Acquires a range of meaningful concepts | XX | XX | XX | XX | XX | XX | XX |

# READING

| READING READINESS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to listen: | | | | | | | |
| for directions | XX | - - | - - | - - | - - | - - | - - |
| to answer questions | XX | - - | - - | - - | - - | - - | - - |
| to follow the pattern or sequence of a story | XX | - - | - - | - - | - - | - - | - - |
| to dramatize a story that has been read | XX | - - | - - | - - | - - | - - | - - |
| to recall what has been said | XX | - - | - - | - - | - - | - - | - - |
| to hear likenesses and differences in sounds | XX | - - | - - | - - | - - | - - | - - |
| to associate meaning with sounds (telephone bell, fire alarm, various kinds of noises) | XX | - - | - - | - - | - - | - - | - - |
| Emotional-Social Readiness | | | | | | | |
| Acquires correct habits and favorable attitudes (emotional-social): | | | | | | | |
| ability to control self in talking | XX | - - | - - | - - | - - | - - | - - |
| ability to listen | XX | - - | - - | - - | - - | - - | - - |
| ability to get along with other children | XX | - - | - - | - - | - - | - - | - - |
| ability to concentrate | XX | - - | - - | - - | - - | - - | - - |
| ability to cooperate | XX | - - | - - | - - | - - | - - | - - |
| Listens and speaks fluently in a group | X | XX | XX | XX | XX | XX | XX |
| Acquires the ability to tell a story to an audience | X | XX | XX | XX | XX | XX | XX |
| Uses new vocabulary in conversation and writing | XX | XX | XX | XX | XX | XX | XX |
| Acquires and uses a background of various kinds of knowledge and experience, so as to respond properly to what is read[3] | XX | XX | XX | XX | XX | XX | XX |

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[3] Paraphrased from Problems in the Improvement of Reading (Third Edition), Ruth Strang, Constance McCullough and Arthur Traxler, pp. 100-101. New York: McGraw Hill Book Company, 1961.

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| **Phonetic Analysis** | | | | | | | |
| **Sequence of Word Recognition Skills** | | | | | | | |
| It should be recognized that word recognition (analysis) skills are taught in a sequence. Consonant sounds are presented before vowel sounds. Vowel sounds are taught before syllables or accent. However, some skills are dependent on each other. During the development of phonetic analysis skills, some learnings in structural analysis are also acquired. | | | | | | | |
| **Acquires the ability to use phonetic analysis in attacking new words to determine correct pronunciation** | | | | | | | |
| Develops the ability to identify rhyme, rhyming words, and to add rhyming words to a list (orally)............................ | XX | - - | - - | - - | - - | - - | - - |
| at say<br>rat day<br>cat play | | | | | | | |
| Recognizes printed rhyming words........... | XX | - - | - - | - - | - - | - - | - - |
| can fun cat<br>ran run fat<br>man sun rat | | | | | | | |
| Recognizes likenesses and differences in sounds.................................. | XX | - - | - - | - - | - - | - - | - - |
| Recognizes beginning and ending sounds in words................................... | XX | - - | - - | - - | - - | - - | - - |
| me at<br>my am | | | | | | | |
| Recognizes the letter symbols that stand for beginning and ending sounds (consonant sounds)................................. | XX | - - | - - | - - | - - | - - | - - |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes likenesses and differences in sounds of syllables (phonetic parts) ...... | XX | - - | - - | - - | - - | - - | - - |
| cat rat (like)<br>car cat (different) | | | | | | | |
| Recognizes likenesses and differences in sounds of complete words ................. | XX | - - | - - | - - | - - | - - | - - |
| fun can<br>run man | | | | | | | |
| Recognizes likenesses and differences in sounds of single consonant letters in initial position ......................... | XX | - - | - - | - - | - - | - - | - - |
| b, t, s, c, p, f, m, h, w, k, g, l, n, y, v, r, j, z, d | | | | | | | |
| big, can, dog, house, mother, jump, run, no, tell, find, kind, funny, very, we, he, yellow, you, me, go, see, say, zoo, did | | | | | | | |
| Recognizes different sounds of initial consonants ................................ | XX | - - | - - | - - | - - | - - | - - |
| go mother baby | | | | | | | |
| Develops the ability to associate the appropriate sound with the consonant symbol which makes a new word different from a known word ............................ | XX | - - | - - | - - | - - | - - | - - |
| he, me, ball, call, cat, rat, at, an<br>am | | | | | | | |
| Recognizes and interprets the sound of a single consonant letter in medial position. | XX | - - | - - | - - | - - | - - | - - |
| like came | | | | | | | |

| WORD RECOGNITION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes sound of a single consonant letter in final position.................... | XX | - - | - - | - - | - - | - - | - - |
| at am look | | | | | | | |
| Recognizes differences in capital and small letter forms............................ | XX | - - | - - | - - | - - | - - | - - |
| Learns to identify and discriminate letter forms (alphabet)......................... | XX | - - | - - | - - | - - | - - | - |
| Recognizes words similar in shape but different in detail........................ | XX | - - | - - | - - | - - | - - | - - |
| in, on; to, do; was, saw | | | | | | | |
| Recognizes differences in visual form (configuration) of words.................. | XX | - - | - - | - - | - - | - - | - - |
| mother - see | | | | | | | |
| Learns about digraphs (but not the term) - two letter vowel or consonant combinations having one single speech sound............ | XX | - - | - - | - - | - - | - - | - - |
| Recognizes consonant digraphs (two letter consonants having a single speech sound) in initial, medial, and final position..... | XX | - - | - - | - - | - - | - | - - |
| sh, ch, kn, wh, th, ng, ck<br>she, child, know, where, the (th unvoiced), thin (th voiced), sing, clock<br>show (initial position)<br>signed (medial position)<br>clock (final position)<br>sing (final position) | | | | | | | |
| Recognizes silent letters in consonant digraphs.............................. | XX | - - | - - | - - | - - | - - | - - |
| kn, gh, wr, gn<br>know, sigh, write, weigh, neighbor, gnaw | | | | | | | |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes and interprets that some two- and three-letter combinations blend (a combination of two or more consonant sounds that occur together) together into two sounds, but that the sounds are different from those of the individual letters (compare the two sounds of the consonant blend to the single sound in a digraph).......... | XX | - - | - - | - - | - - | - - | - - |
| bring, stop, grow, blue, black, play, quick, drink, flag, clock, smile, fresh, snow, tree, spring, street, twin, scale, throw, squeak, splash, scratch | | | | | | | |
| Learns to use phonetic analysis (consonant substitution) to substitute initial and final consonants to form new words ........ | XX | - - | - - | - - | - - | - - | - - |
| ball, tall, hall<br>cat, sat, bat<br>at, an, am<br>can, cad, cat<br>man, ran, can | | | | | | | |
| Learns to use analogy to attack new words .. | XX | XX | - - | - - | - - | - - | - - |
| known word "come" - new word "some"<br>" " "red" - " " "fed"<br>" " "pie" - " " "tie" | | | | | | | |
| Learns to use context clues to check new words (refer to section on "Context Clues") | XX | - - | - - | - - | - - | - - | - - |
| Recognizes words with similar phonetic parts ...................................... | XX | - - | - - | - - | - - | - - | - - |
| run, fun; can, man; red, bed; fun, funny; say, play | | | | | | | |
| Learns to use phonetic substitution with consonant blends ......................... | XX | - - | - - | - - | - - | - - | - - |
| grow, blow; black, track; play, clay; grew, blew; stop, crop; tree, free; snow, grow | | | | | | | |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to understand the concepts of silentness of consonants and vowels (letters which represent no sound in certain words) and that sometimes silent consonant letters may be meaning or phonetic clues as:....... | XX | - - | - - | - - | - - | - - | - - |
| night eat write | | | | | | | |
| Learns that consonants in words may be silent: | | | | | | | |
| Recognizes some words with silent consonants .................................. | XX | XX | - - | - - | - - | - - | - - |
| b - debt, doubt<br>c - scene, track, sack<br>d - Wednesday, handsome | | | | | | | |
| g - silent before n, at the beginning of a word ............. | XX | XX | - - | - - | - - | - - | - - |
| gnat, gnaw | | | | | | | |
| h - honest, honor, heir, forehead, shepherd (optional: herb, humble, humor and others) ..... | XX | XX | - - | - - | - - | - - | - - |
| k - know, knife, knob ............... | XX | XX | - - | - - | - - | - - | - - |
| n - hymn, solemn, condemn ......... | XX | XX | - - | - - | - - | - - | - - |
| p - cupboard, receipt, corps, pneumonia ....................... | XX | XX | - - | - - | - - | - - | - - |
| t - listen, castle, often ......... | XX | XX | - - | - - | - - | - - | - - |
| w - write, snow, two, answer, toward | XX | XX | - - | - - | - - | - - | - - |
| Learns the names of the vowels and learns to recognize that vowel letters stand for more than one sound ............................ | XX | XX | - - | - - | - - | - - | - - |
| Recognizes and interprets long and short sounds of a, e, i, o, u ................ | XX | XX | - - | - - | - - | - - | - - |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes sounds given to<br>a, e, i, o, u - followed by r<br>a - followed by l and w<br>a - followed by y<br>ea - followed by r<br>ai - followed by r | | | | | | | |
| Recognizes and interprets that a long vowel is given the sound of its letter name ................................ | XX | XX | - - | - - | - - | - - | - - |
| a as in say, bake<br>e as in he, be<br>i as in time, like<br>o as in go, over<br>u as in use, music | | | | | | | |
| Recognizes that a short vowel is given a short sound .......................... | XX | XX | - - | - - | - - | - - | - - |
| a as in and, at<br>e as in bed, red<br>i as in it, in<br>o as in hop, stop<br>u as in up, but | | | | | | | |
| Recognizes that a single speech sound is given to a vowel-consonant combination forming a phonogram .................... | XX | XX | - - | - - | - - | - - | - - |
| at, cat; an, ran; up, pup; en, hen, then; ish, dish, wish; ust, must, just; ow, cow, now | | | | | | | |
| Learns to use phonetic substitution with vowel sounds ......................... | XX | XX | - - | - - | - - | - - | - - |
| cat, cut, cot; ran, man, can; me, he, we; tin, tan, ten | | | | | | | |
| Learns to apply the following principles or generalizations to determine vowel sounds and uses visual clues found in words ...... | XX | XX | - - | - - | - - | - - | - - |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|
| A short sound is given to a vowel when it is in initial position of a two-letter word .................................. | XX | XX | - - | - - | - - | - - |
| at, it, is, on, Ed, up | | | | | | |
| A short sound is usually given to a vowel when it comes in the medial position of a one-syllable word ............ | XX | XX | - - | - - | - - | - - |
| cat, fun, hop, sit, man, get, not | | | | | | |
| Learns to apply the following principles or generalizations to determine vowel sounds: | | | | | | |
| A vowel has a short sound when it is followed by a double consonant ......... | XX | XX | - - | - - | - - | - - |
| putting, funny, sunny, happy, kitten, lesson | | | | | | |
| A vowel usually has a short sound when it is located in the middle of an accented syllable .............................. | XX | XX | - - | - - | - - | - - |
| helping, landing, coming, fifty | | | | | | |
| If the only vowel letter in a word or accented syllable is followed by the letter r, the sound of the vowel is usually controlled by the sound of r. The vowel is neither long nor short, but given a special sound .................. | XX | XX | - - | - - | - - | - - |
| car, her, blur, for, fir, bird | | | | | | |
| The vowel a followed by the letter w is neither long nor short, but has a special sound ............................ | XX | XX | - - | - - | - - | - - |
| law, paw, saw | | | | | | |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| The vowel a followed by the letter l is neither short nor long, but is given a special sound ..............................<br>call fall | XX | XX | - - | - - | - - | - - | - - |
| Learns that silent vowels are visual clues to vowel sounds. If there are two vowels in a word, one of which is final e, the first vowel is usually long, and the final e is silent ..............................<br>name, time, line, home, late | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that the vowel a followed by the letter y is given a long sound ............<br>lay, say, bay, day | XX | XX | - - | - - | - - | - - | - - |
| Recognizes and interprets the sound of ea, ai, ei and ou, followed by r ..............<br>ear, dear, our, pier, their, air, stair, sour | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that a vowel is usually given a long sound when in final position of a two-letter word ..............................<br>me, go, he, she | XX | XX | - - | - - | - - | - - | - - |
| Recognizes two vowel letter or double vowel combinations (digraphs) that have a single speech sound. Perceives variances in their sounds. (Uses context clues to determine the correct sound.) ......................<br>ai ea ui oo ay<br>ea oa oo eo | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that usually two-vowel combinations (digraphs) take the long sound of their first vowel ......................... | XX | XX | - - | - - | - - | - - | - - |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|
| oa - boat<br>ea - eat<br>ai - paid<br>ay - day<br>ee - beet<br>ey - key<br>eo - people<br>ue - glue<br>ui - fruit<br>ie - pie | | | | | |
| Recognizes variance in the sounds of some of the above digraphs...................... | XX | XX | - - | - - | - - |
| oa - roar, broad<br>ea - read, bread, dead<br>ey - they<br>ai - aisle, said<br>ie - piece<br>ie - friend<br>ay - says | | | | | |
| Recognizes that two-vowel letters may be combined to form a new sound (diphthong - two vowel sounds that are joined and blended together in a single syllable to form one speech sound, in which both letters can still be heard but give the impression of one sound.) Uses context to determine the correct sound and meaning............. | XX | XX | - - | - - | - - |
| boy, oil, out | | | | | |
| Recognizes that different combinations may represent the same sound.............. | XX | XX | - - | - - | - - |
| oi and oy, aw and au, ow and ou, oo and ui | | | | | |
| Recognizes that some vowel digraphs (two vowels making one speech sound) form a new speech sound (Context clues must be used to determine the appropriate sound.).......... | XX | XX | - - | - - | - - |
| ea - head<br>oo - good<br>ou - could<br>ai - said<br>ou - pour<br>ey - they | | | | | |
| Recognizes that some two-letter consonant combinations (digraphs) make one sound..... | XX | XX | - - | - - | - - |
| wh, sh, ng, th, ch | | | | | |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes that y is both a consonant and a vowel and that y is classified as a vowel when it takes the sound of the letter i ... | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that the letter y has a long sound (and is considered a vowel) when in final position of a one-syllable word....<br>try cry fry | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that the letter y has a short sound when in final position of a two-syllable word ..........................<br>happy, badly, very, baby, sunny | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that the letter y usually has a short sound when in medial position of a syllable ................................<br>gym, hymn | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that the letter y has its variant or consonant sound when in initial position of a word ................................<br>yellow, yes, you, yesterday | XX | XX | - - | - - | - - | - - | - - |
| Develops the ability to apply vowel principles and generalizations to new situations (developing new words with phonograms and vowels lengthened by final e) .............<br>can - cane mad - made<br>pin - pine us - use | XX | - - | - - | - - | - - | - - | - - |

| WORD RECOGNITION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes that double consonants are usually given the sound of a single consonant................................ | XX | - - | - - | - - | - - | - - | - - |
| fill, class, will, off | | | | | | | |
| Recognizes and interprets the principles governing the variant sounds of letters and combinations of letters.................... | XX | XX | - - | - - | - - | - - | - - |
| The letters c and g have variant sounds: | | | | | | | |
| c - soft sound, sound of s when followed by e, i, and y | | | | | | | |
| face, place, cent, decide, city once | | | | | | | |
| c - hard sound, k sound, usually when followed by a, o, u | | | | | | | |
| cake, candy, cot, copper, cut, cure, cotton, cabbage, cat | | | | | | | |
| ck and k also have the hard c sound in initial, medial and final position | | | | | | | |
| picnic, ticket, tack, package, pick | | | | | | | |
| Recognizes the variant sounds of g.......... | XX | XX | - - | - - | - - | - - | - - |
| g is usually given a soft sound (j sound) when followed by e, i or y | | | | | | | |
| gem, engine, giant, giraffe (but note the many exceptions to this - get, give, girl) | | | | | | | |
| g is given the hard sound when followed by a, o, u | | | | | | | |
| gay, garden, go, got, gun | | | | | | | |

# READING

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes that the letter combination ge has the sound of j when at the end of a word | XX | XX | - - | - - | - - | - - | - - |
| cage, garage, page | | | | | | | |
| Recognizes and interprets the variant sounds of s (voiced z) as in easy, scissors, has, is, reason.................................. | XX | XX | - - | - - | - - | - - | - - |
| s - sh sound as in sure, sugar, mansion, ocean, issue, pressure | | | | | | | |
| s - zh **sound** as in vision, measure | | | | | | | |
| Recognizes that f besides its usual sound of f, sometimes has the sound of v, as in of and whereof............................ | XX | XX | - - | - - | - - | - - | - - |
| Recognizes that x has variant sounds........ | XX | XX | - - | - - | - - | - - | - - |
| x - ks sound in box, excuse, excite<br>x - gz sound in exact, exist<br>x - ksh sound in anxious, luxury | | | | | | | |
| Recognizes and interprets the variant sound of ed (sound of t) when it follows a voiced sound.................................... | XX | XX | - - | - - | - - | - - | - - |
| looked, walked, talked, missed, laughed | | | | | | | |
| Recognizes the variant sounds of ch......... | XX | XX | - - | - - | - - | - - | - - |
| chair chorus<br>change echo | | | | | | | |
| Recognizes consonant digraphs that include a silent letter............................. | XX | XX | - - | - - | - - | - - | - - |
| kn, wr, gn, gh (Silent letters may be meaning clues.)<br>know, write, gnaw, high | | | | | | | |
| Recognizes that similar sounds may be made by different digraphs....................... | XX | XX | - - | - - | - - | - - | - - |
| meet, meat bay, they see, sea | | | | | | | |
| Recognizes that different sounds may be made by the same digraph......................... | XX | XX | - - | - - | - - | - - | - - |

## READING

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| eat, bear, near; said, aisle; our, your, ounce; roof, good; key, they; read, read (past tense); pie, piece; eight, either; road, roar | | | | | | | |
| Recognizes that there are words that sound alike, but have different spelling and different meaning (and that context clues and the dictionary may be used in determining correct word)........................... | XX | XX | - - | - - | - - | - - | - - |
| right, write; know, no; some, sum; blue, blew | | | | | | | |
| Uses visual memory imagery (ability to recall from memory a visual image) to recall the visual image of letters or words............ | XX | XX | - - | - - | - - | - - | - - |
| Uses visual imagery to identify new words by recognizing differences in: ................ | XX | XX | - - | - - | - - | - - | - - |
| word length<br>detail (but similar in shape)<br>letters (below the line or above the line) | | | | | | | |
| Learns to blend consonant and vowel sounds into one pronunciation unit or one syllable, and understands that there is one vowel sound in a syllable. (We hear one vowel sound in a syllable.)................. | XX | XX | - - | - - | - - | - - | - - |
| Learns to associate proper vowel sounds with letters in a one-syllable word.............. | XX | XX | - - | - - | - - | - - | - - |
| cat look man | | | | | | | |
| Identifies the proper vowel sound in a one-syllable word and blends this sound with the consonant sound to make a meaningful word to fit the context............................ | XX | XX | - - | - - | - - | - - | - - |
| Develops an awareness to auditory perception of syllables and accents.................. | XX | XX | - - | - - | - - | - - | - - |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| **Structural Analysis** | | | | | | | |
| Acquires the ability to use structural analysis in attacking new words as an aid in discovering meaning | | | | | | | |
| Recognizes plural forms of words .......... | XX | XX | - - | - - | - - | - - | - - |
| Recognizes compound words, hyphenated words and parts of these words .................. | XX | XX | - - | - - | - - | - - | - - |
| something, anybody, tick-tock, French-American, mother-in-law, twenty-one, eight-cylinder motor, mid-air | | | | | | | |
| Recognizes a known (root) word and the inflectional endings | | | | | | | |
| s, 's, ed, ing, d, n, es, en, t ........ | XX | XX | - - | - - | - - | - - | - - |
| walk - walks<br>boy - boy's<br>want - wanted<br>play - playing<br>spade - spaded<br>dye - dyed<br>tore - torn<br>see (has, have) seen<br>touch - touches<br>dress - dresses<br>spoke - spoken<br>spend - spent<br>lend - lent | | | | | | | |
| Recognizes root words in derived forms (A derived form is a word derived from another word by adding a prefix, suffix or both.).. | XX | XX | - - | - - | - - | - - | - - |
| unfinished, finish<br>sadly, sad<br>soften, soft<br>bigger, big<br>halves, half<br>rainy, rain | | | | | | | |
| Recognizes root words in inflected forms (an inflected form is a word that is changed in form) ......................... | XX | XX | - - | - - | - - | - - | - - |
| worries - worry<br>saw - see<br>lay - lie<br>copies - copy<br>did - do<br>buries - bury<br>dog - dog's | | | | | | | |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes root words with the inflectional endings er, est (comparative and superlative forms) with no change in root words | XX | XX | - - | - - | - - | - - | - - |
| taller - tallest (tall)<br>longer - longest (long) | | | | | | | |
| Learns about prefixes and suffixes | | | | | | | |
| Understands the terms root, prefix, suffix | XX | XX | - - | - - | - - | - - | - - |
| Recognizes suffix er when used as an agent: | XX | XX | - - | - - | - - | - - | - - |
| helper, painter, farmer | | | | | | | |
| Recognizes suffix er when meaning more (comparative form) ...................... | XX | XX | - - | - - | - - | - - | - - |
| smaller taller | | | | | | | |
| Recognizes root words formed by adding the suffixes y and ly ...................... | XX | XX | - - | - - | - - | - - | - - |
| rainy, tawny, slimy, chunky, sadly, brightly | | | | | | | |
| Recognizes the fact that ly ending is not always a suffix, and that ly is only a suffix when the total word is formed from a root word ........................... | XX | XX | XX | - - | - - | - - | - - |
| only (no root word)<br>silly reply | | | | | | | |
| Recognizes root word and inflected forms made by: | | | | | | | |
| changing y to i before adding es or ed | XX | XX | XX | - - | - - | - - | - - |
| worries - worried<br>carries - carried<br>lady - ladies | | | | | | | |

# READING

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| doubling the final consonant before adding ed, or ing........................ | XX | XX | XX | - - | | | |
| begged begging<br>hopped hopping<br>clapped clapping | | | | | | | |
| with final e dropped before adding the suffix ing................................ | XX | XX | - - | - - | | | |
| save - saving<br>come - coming | | | | | | | |
| Recognizes root words and inflected forms made by changing f or fe to v before adding es.................................... | XX | XX | - - | - - | | | |
| shelf - shelves wife - wives<br>half - halves knife - knives | | | | | | | |
| Recognizes contractions when: | | | | | | | |
| one letter is omitted................... | XX | XX | - - | - - | - - | - - | - - |
| it's it is | | | | | | | |
| two letters are omitted................. | XX | XX | - - | - - | - - | - - | - - |
| can't can not | | | | | | | |
| the form of the word is changed......... | XX | XX | - - | - - | - - | - - | - - |
| won't will not | | | | | | | |
| Recognizes and understands the meanings of common prefixes such as: | | | | | | | |
| un, dis, ad, be, com, in (not), ab, pro, re, in (into), non, sub, super, re, con, pre, auto, ex, trans.................... (Prefixes modify the meaning of words) | XX | XX | XX | - - | - - | - - | - - |

## READING

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes and understands the uses of common suffixes such as: | | | | | | | |
| ing, tion, y, ly, er, ty, ant, sion, est, able, ation, ous, ure, ness, an, less, ical, ic, ian, ment, ful, ence, ance, al, ity, ent, ure; (inflectional verb forms s, es, d, ed, ing; and superlative est) | XX | XX | XX | - - | - - | - - | - - |
| (Suffixes do not change the meaning, but only the function of the words.) | | | | | | | |
| Recognizes, understands, uses words formed by adding prefixes, suffixes or both ...... | XX | XX | XX | - - | - - | - - | - - |
| Recognizes and understands roots of words having both a prefix and a suffix ......... | XX | XX | XX | - - | - - | - - | - - |
| re trac ing re turn ing un wind ing<br>trans port ed | | | | | | | |
| Recognizes prefixes and suffixes as syllabic units .................................. | XX | XX | - - | - - | - - | - - | - - |
| slowly - disappoint - tallest - unhappy<br>subtraction - wonderful - return -<br>herself | | | | | | | |
| Recognizes and understands some common roots | X | XX | XX | XX | XX | - - | - - |
| voc, scrib, fac, sci, soci, duc, port | | | | | | | |
| Recognizes that a root word retains its meaning in derived or inflected forms ..... | XX | XX | XX | - - | - - | - - | - - |
| walk - walked carry - carries | | | | | | | |
| Recognizes that when a suffix is added to a root word, the function of the new word (derived form) in the sentence is different from the root word (even though the derived form is related to the root word) ......... | XX | XX | XX | - - | - - | - - | - - |
| polite - politely<br>polite children (adjective)<br>spoke politely (adverb) | | | | | | | |

# READING

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Acquires the understanding that word parts (root words, prefixes and suffixes) are meaningful and may give clues to understand the whole word meaning | XX | XX | XX | - - | - - | - - | - - |
| anti (against) antitoxin - toxin (poison); sub (under) submarine - marine (water); trans (across, through); ceed (go, move); graph (write); gress (step); ex (out, out of) | | | | | | | |
| Recognizes that the sound of a root word and its suffix or ending should be blended into a whole word | XX | XX | | - - | - - | - - | - - |
| Gains understanding of the grammatical function of inflectional verb forms (suffixes) | XX | XX | XX | - - | - - | - - | - - |
| consisted - past tense<br>(was) walking - present participle | | | | | | | |
| Recognizes that doubling the final consonant, changing the final y to i, or dropping the final e before a suffix does not usually change the sound of the root word | XX | XX | XX | - - | - - | - - | - - |
| baby - babies | | | | | | | |
| Recognizes variants of irregular verbs | XX | XX | XX | - - | - - | - - | - - |
| go - went   wear - wore   feel - felt<br>do - did   know - knew | | | | | | | |
| Recognizes an unknown word in a compound word as a visual unit | XX | - - | - - | - - | - - | - - | - - |
| Learns to use phonetic and structural analysis to attack and identify root words in compounded, inflected or derived forms | XX | XX | XX | - - | - - | - - | - - |
| Acquires a deeper understanding of the structure of language[4] | | | | X | XX | XX | XX |
| Acquires correct language patterns | X | XX | XX | XX | - - | - - | - - |

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[4] Strang, op. cit., p. 104.

| WORD RECOGNITION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|
| **Syllabication** | | | | | |
| Develops the ability to determine the syllabic division of words | | | | | |
| Understands and uses the following principles of syllabication as aids to pronunciation, to place accent correctly and to isolate prefixes, roots and suffixes to determine meaning | | | | | |
| Recognizes that a syllable is a part of a word in which we say or hear at least one vowel sound, that each vowel sound usually indicates a syllable ...................... | XX | XX | XX | - - | - - |
| at   go ing   came   sion | | | | | |
| Recognizes and perceives a syllabic unit as a pronunciation unit ...................... | XX | XX | XX | - - | - - |
| cat   ba by | | | | | |
| Recognizes that a word is usually divided between a prefix and a root................ | XX | XX | XX | - - | - - |
| un-bend   re-turn   ex-change   ex-it<br>dis-arm | | | | | |
| Recognizes that a compound word is usually divided between word parts and between syllables within these parts .............. | XX | XX | - - | - - | - - |
| post-man   can-dle-stick   grand-moth-er | | | | | |
| Recognizes that if there are double consonant letters between two vowels in a word, the first syllable usually ends with the first consonant .......................... | XX | XX | XX | - - | - - |
| let-ter   but-ter   get-ting | | | | | |
| Recognizes that a word is usually divided before a single consonant letter........... | XX | XX | XX | - - | - - |
| pre-fix   la-bor   re-fer   be-fore<br>a-like   pa-per   o-ver   ba-con | | | | | |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes that a word is usually divided before the consonant preceding le............ | XX | XX | XX | - - | - - | - - | |
| ta ble   peo ple   la dle   star tle | | | | | | | |
| Recognizes that a word is usually divided between different medial consonants, unless they make a new sound together.............. | XX | XX | XX | - - | - - | - - | |
| can-dy   for-ty   fas-ter   twen-ty<br>af-ter | | | | | | | |
| Recognizes that a word is usually divided between root and suffix...................... | XX | XX | XX | - - | - - | - - | - - |
| go-ing   play-er   help-ful | | | | | | | |
| Recognizes that letters in a word that form a digraph are not divided.................... | XX | XX | XX | - - | - - | - - | |
| moth-er   coat   suit   eat | | | | | | | |
| Recognizes that consonant digraphs and blends are usually treated as single consonants when dividing words into syllables... | XX | XX | XX | - - | - - | - - | - - |
| pock-et   pack-et   pitch-er   catch-er<br>scamp-er | | | | | | | |
| Recognizes that the letter x and the letter ck usually go with the preceding vowel to form a syllable............................. | XX | XX | XX | - - | - - | - - | - - |
| ax-is   ax-le   tax-a-tion   ox-en<br>tick-et   pack-age | | | | | | | |
| Recognizes the terms "open syllable" and "closed syllable" as applied to the first vowel in a word.......................... | XX | XX | XX | - - | - - | - - | - - |
| Learns that "closed syllables" are those that end with a consonant, and that the | | | | | | | |

| WORD RECOGNITION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|
| vowel before the consonant (in these syllables) is given its short sound......... | XX | XX | XX | - - | - - |
| cat mu sic pi lot wel come map<br>num ber fit | | | | | |
| Learns that "open syllables" are those that end with a vowel, and that the vowel in this position is given its long sound....... | XX | XX | XX | - - | - - |
| ra di o be gin po ny ba by | | | | | |
| Recognizes and uses auditory perception as an aid to syllabication (uses phonetic approach).................................. | XX | XX | XX | - - | - - |
| Recognizes divided words at end of line as continuing on next line...................... | XX | XX | XX | - - | - - |
| Learns to attack pronunciation of words of two or more syllables, one syllable at a time (uses visual clues to syllabication and accent)................................ | XX | XX | XX | - - | - - |
| Recognizes that rules and generalizations covering vocal syllabication are not necessarily identical to those used in written form (learns to use dictionary to verify) ................................ | XX | XX | XX | - - | - - |
| Learns to recognize words by type before attempting detailed analysis (a whole word or single word, a compound word or an affixed word)[5]............................. | X | XX | XX | XX | XX |
| staunch (whole word)<br>firehouse (compound word)<br>undeterminable (a word with a prefix and a suffix) | | | | | |

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[5] Suggested by Dr. Constance M. McCullough, Reading Consultant to San Francisco Unified School District.

# READING

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| **Stress or Accent** | | | | | | | |
| Develops and acquires an understanding of the meaning of accent; how accent affects vowel sounds; and how shifts in accent affect meaning. (When a syllable is emphasized or stressed, we say it is accented.) | | | | | | | |
| Recognizes and interprets the symbols used to indicate accent........................ | XX | XX | XX | - - | - - | - - | - - |
| Recognizes that accent affects vowel sounds in syllables .............................. | XX | XX | XX | - - | - - | - - | - - |
| pre sent´ pres´ ent | | | | | | | |
| Learns to determine the accented syllable through the use of context clues or by noting visual clues ...................... | XX | XX | XX | - - | - - | - - | - - |
| Recognizes that in words of two or more syllables, one syllable is stressed more than others, and that the first syllable is usually stressed ...................... | XX | XX | XX | - - | - - | - - | - - |
| hav´ ing Sat´ ur day | | | | | | | |
| Learns to recognize the soft unstressed vowel sound heard in the majority of (schwa sound) unaccented syllables, sounds represented by vowels a, e, i, o, u ........ | XX | XX | XX | - - | - - | - - | - - |
| India el e phant sofa<br>zebra April circus<br>(schwa symbol (ə) ) | | | | | | | |
| Recognizes that in words of three or more syllables, one of the first two syllables is usually accented, and the first syllable is usually the accented one .............. | XX | XX | XX | - - | - - | - - | - - |
| won´ der ful prob´ a bly | | | | | | | |

## READING

| WORD RECOGNITION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes that if there are two syllables in a word and the first syllable ends in sh, th, ch, ck or x, the first syllable is usually accented........................... | XX | XX | XX | - - | - - | - - | - - |
| watch´ es  ox´ en  dish´ es<br>tick´ ets  ath´ lete  oth´ er | | | | | | | |
| Recognizes that in two syllable words ending in y, the first syllable is stressed, and the y is given its short sound............. | XX | XX | XX | - - | - - | - - | - - |
| hap´ py  dad´ dy  ba´ by | | | | | | | |
| Recognizes that in words ending in le, preceded by a consonant, the last syllable begins with that consonant, and the last syllable is unaccented.................... | XX | XX | XX | - - | - - | - - | - - |
| can´ dle  rat´ tle | | | | | | | |
| Recognizes that in derived and inflected forms, the accent is usually placed on or within the root word....................... | XX | XX | XX | - - | - - | - - | - - |
| re ward´ ing  de part´ ed | | | | | | | |
| Recognizes that if the first syllable of a word is re, be, de, ex, in, or a, it is usually unaccented........................ | XX | XX | XX | - - | - - | - - | - - |
| re ward´  de part´  a bout´<br>be side´  ex tend´ | | | | | | | |
| Recognizes that if the final syllable is y, ly, ing, ed, er, ful, it is usually unaccented............................... | XX | XX | XX | - - | - - | - - | - - |
| sing´ ing  on´ ly  want´ ed<br>care´ ful | | | | | | | |
| Recognizes that if the final syllable is tion or ture, it is usually unaccented..... | XX | XX | XX | - - | - - | - - | - - |
| ad ven´ ture  at ten´ tion | | | | | | | |

| WORD RECOGNITION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to understand the effect or lack of accent in unstressed syllables ............ | XX | XX | XX | - - | - - | - - | - - |
| that unaccented vowels are usually short rather than long, except in some cases of u ................................ | XX | XX | - - | - - | - - | - - | - - |
| u súrp   u tén sil | | | | | | | |
| Recognizes that prefixes, suffixes and endings that form separate syllables are usually unaccented ...................... | XX | XX | - - | - - | - - | - - | - - |
| go´ ing   re turn´   care´ ful   ex´ it<br>a bout´ | | | | | | | |
| Learns that when a word that can be used as a noun or verb is used in context as a noun, the first syllable is accented ........... | XX | XX | XX | - - | - - | - - | - - |
| pres´ ent   des´ ert | | | | | | | |
| Learns that when a word that can be used as a noun or verb is used in context as a verb, the second syllable is accented .......... | XX | XX | XX | - - | - - | - - | - - |
| pre sent´   de sert´ | | | | | | | |
| Understands the difference between primary or heavy accent and secondary or lighter accent ................................ | X | XX | XX | XX | - - | - - | - - |
| recognizes and interprets the symbol for each | | | | | | | |
| Recognizes that in compound words a primary accent is placed on or within the first word and a secondary accent on or within the second ................................ | X | XX | XX | - - | - - | - - | - - |
| grand´' moth´ er   fire´ place´ | | | | | | | |
| Recognizes that an accented syllable is more naturally emphasized when used in context ................................ | X | XX | XX | - - | - - | - - | - - |

| WORD RECOGNITION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to consult the dictionary when a question related to accent arises ......... | XX | XX | XX | - - | - - | - - | - - |
| Recognizes that accent affects vowel sounds and that shifts in accent affect meaning... | X | XX | XX | - - | - - | - - | - - |

## READING

| HANDLING AND CARING FOR BOOKS AND OTHER READING MATERIALS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to take proper care of books and other reading material | | | | | | | |
| Learns to open and close books properly ... | XX | XX | - - | - - | - - | - - | - - |
| Learns to turn pages correctly ............ | XX | XX | - - | - - | - - | - - | - - |
| Learns to handle books properly (in desks, in lockers) ............................ | XX | XX | XX | - - | - - | - - | - - |
| Acquires proper attitudes regarding responsibilities in care of books issued by state or county (covering, cleanliness, handling); replaces books if lost.......... | XX | XX | XX | - - | - - | - - | - - |

## READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|
| Comprehension of words, phrases, sentences, paragraphs and entire selections | | | | | |
| Word Comprehension (Identification and word meaning) | | | | | |
| Acquires skills needed to attack unknown words so as to discover the meaning and pronunciation independently | | | | | |
| Associates meaning with the printed symbol | XX | - - | - - | - - | - - |
| Acquires a basic sight vocabulary through difference in word form (configuration, word length, letters above and below the line or similarity to other known words) | XX | - - | - - | - - | - - |
| Understands the meaning of expectancy clues (words already known pertaining to reading material or words presented in readiness period previous to lesson and which one would expect to find in reading material) and pictorial aids such as pictures, tables, charts, graphs that are aids in anticipating the meaning of words in context | XX | XX | XX | - - | - - |
| Uses context clues as an aid in attacking unknown words to determine the exact meaning (and sometimes to obtain the appropriate pronunciation that will fit the context)<br>The girl received a birthday present.<br>The students will present the program to their classmates.<br>All the club members were present at the meeting. | XX | XX | XX | - - | - - |

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Context clues are aids to word recognition and meaning. The intended meaning of an unknown word can often be inferred by using the total context in which the word is found. By examining the parts or typographical characteristics of a sentence, paragraph or chapter in which the unknown word is found, the exact meaning can often be determined. | | | | | | | |
| Recognizes and uses the following types of context clues[6] | | | | | | | |
| Definition - The unknown word may be defined in the passage.... | XX | XX | - - | - - | - - | - - | - - |
| Mary and Alice like to be together. They are good (friends). | | | | | | | |
| Experience - The reader relies on knowledge gained from his past life experiences..... | XX | XX | - - | - - | - - | - - | - - |
| Bob gave his dog a (bone) to chew. | | | | | | | |
| Mary watched the kitten drink the (milk). | | | | | | | |
| Comparison or Contrast - The unknown word may be compared or contrasted with something known.................... | XX | XX | - - | - - | - - | - - | - - |
| The girl was not happy; she was (sad). | | | | | | | |
| The water in the lake was not clear; it was (muddy). | | | | | | | |
| Synonym - This clue is a known synonym for the unfamiliar word... | XX | XX | - - | - - | - - | - - | - - |
| Tom and Bill played baseball for their school. They were on the school (team). | | | | | | | |

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Constance M. McCullough, "Recognition of Context Clues in Reading," Elementary English Review, XXII (January, 1945), 1-5, 38.

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|
| Familiar Expression - This clue requires an acquaintance with everyday expressions or idioms................ | XX | XX | - - | - - | - - | - - |
| The man was fishing, hoping that soon the fish would (bite). | | | | | | |
| The little boy was as quiet as a (mouse). | | | | | | |
| Summary - The new word may summarize the ideas that precede it...................... | XX | XX | XX | - - | - - | - - |
| Citizens representing many districts came to the City Hall. They came to listen and to discuss civic problems. They were attending an important (meeting). | | | | | | |
| Reflection of a Mood or Situation - The general tone of the sentence or paragraph sometimes suggests a clue to the new word.......... | XX | XX | - - | - - | - - | - - |
| The girl tried to be brave when she saw the accident, but her knees shook. She really felt very (frightened). | | | | | | |
| Typographical Aids - Typographical and structural aids may be clues to word meaning[7].... | XX | XX | - - | - - | - - | - - |
| Punctuation marks, italics, bold-face type, parentheses, footnotes are aids in making meaning more clear in some sentences. | | | | | | |
| Mary asked, "Alice, can you go to the library with me?" | | | | | | |
| "Mary," asked Alice, "can you go to the library with me?" | | | | | | |

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[7] A. Sterl Artley, "Teaching Word Meaning Through Context," Elementary Engli
Review, XX (February, 1943), 68-74.

| | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| The girl wore a (necklace) -- a string of blue beads around her neck. | | | | | | | |
| *Structural Aids* - Appositive phrase or clause | XX | XX | - - | - - | - - | - - | - - |
| Much of the arctic region is covered by (tundra), a treeless plain. | | | | | | | |
| *Anticipation of Meaning* - Sometimes, the reader obtains the meaning of an unknown word through anticipating what is to come. | XX | XX | - - | - - | - - | - - | - - |
| Each week the boy saved some money and put it into his (bank). | | | | | | | |
| Uses context clues to check or modify word meaning and word analysis | XX | XX | - - | - - | - - | - - | - - |
| Selects the appropriate meaning of a word to fit a given context | XX | XX | - - | - - | - - | - - | - - |
| Recognizes the need to understand the meaning of a word in immediate and total context so as to interpret properly what he reads | XX | XX | XX | - - | - - | - - | - - |
| Recognizes that the pronunciation or meaning of many words cannot be determined outside of sentence context | XX | XX | XX | - - | - - | - - | - - |
| There was a *tear* in the girl's eye. | | | | | | | |
| The girl had a *tear* in her dress. | | | | | | | |
| Recognizes that the function of a word determines its meaning | X | XX | XX | - - | - - | - - | - - |
| He will *catch* the ball. | | | | | | | |
| There is a *catch* on the door. | | | | | | | |
| The boy went fishing. He made a good *catch*. | | | | | | | |

## READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 1 |
|---|---|---|---|---|---|---|---|
| Uses context clues combined with phonetic and structural analysis as a check on the accuracy of the word meaning (otherwise the exact word may not be inferred)....... | XX | - - | - - | - - | - - | - - | - |
| Recognizes and understands that time of the writing, the time which a word was used, age of reader, locality, as well as author's intent in selecting the word, affects the meaning of a word............<br>fast traveling - time when this was written affects the meaning 1960 or 1920<br>old - shifts meaning according to the age of the reader<br>faucet, tap, spigot - meaning affected by locality or region | X | XX | XX | XX | - - | - - | - |
| Develops extensiveness of word meaning by the ability to associate two or more distinct meanings to words that have different meanings as.................<br>bank catch<br>wind line<br>tear run<br>ground roll<br>jar | XX | XX | XX | - | - - | - - | - |
| Identifies the meanings of words with actions, objects and concepts of his experiences in order to acquire meaning... | XX | - | - - | - - | - - | - - | - |
| Recognizes and understands the meaning or shades of meaning according to the accent..................................<br>pre sént prés ent | XX | XX | - - | - - | - - | - - | - |

## READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Uses the dictionary as a check on the meaning chosen by context to consider all definitions and to select the one that best fits the context (Refer to section on Use of Dictionary in Study-Research Skills.)................................ | X | XX | XX | - - | - - | - - | - - |
| Identifies the meaning of unknown, longer words by using known familiar parts....... | XX | XX | XX | - - | - - | - - | - - |
| In compound words:<br>grand father<br>goal keeper<br>back field | | | | | | | |
| In long words:<br>inter section<br>trans atlantic<br>super market<br>inter dependent | | | | | | | |
| Acquires the ability to use structural analysis in identifying the meaning of unknown words................................ | X | XX | XX | XX | - - | - - | - - |
| Identifying root words:<br>inter section<br>dis appear<br>giv ing<br>speak er | | | | | | | |
| Identifies and understands the most frequently used prefixes and suffixes in unknown words.............................. | X | XX | XX | XX | - - | - - | - - |
| re, dis, un, ex, im, trans, ab, in (into), in (not), ad, be, com, de, sn, pre, pro, sub, super, con, able, tion, en, or, less, ful, ion, ation, er, ment, ity, ure, ness, ly, ary, ive, an, ian, ous, est, non | | | | | | | |

| COMPREHENSION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Identifies and understands inflectional verb forms - words made up of roots plus inflectional endings.................... | X | XX | XX | - - | - - | - - | - |
| sing ing (made up of the root sing plus the inflectional ending ing) | | | | | | | |
| Recognizes how root words are altered in meaning by the addition of prefixes....... | X | XX | XX | XX | - - | - - | - |
| un happy trans port re turn | | | | | | | |
| Understands the methods of building words so as to get the meanings of words....... | X | XX | XX | XX | XX | - - | - |
| word plus word (compound words)<br>goal keeper<br>root and suffix - care ful<br>prefix plus root - re turn<br>root plus root - aque duct<br>dicta phone | | | | | | | |
| Understands scientific terms coined from Greek roots........................ | | X | XX | XX | XX | - - | - |
| telephone geology<br>photograph geography | | | | | | | |
| Recognizes and understands: | | | | | | | |
| * Telescoped words, coined words........ | X | XX | XX | XX | - - | - - | - |
| motel (motor, hotel)<br>frigidaire (frigid, air)<br>telecast (television, cast) | | | | | | | |
| * Clipped words, shortening of terms.... | X | XX | XX | XX | - - | - - | - |
| phone (telephone)<br>photo (photograph)<br>movies (motion pictures)<br>TV, WAVE, WAC, hi-fi | | | | | | | |
| * "Loaded words" - words charged with heavy emotion<br>liberal delinquent | X | XX | XX | XX | - - | - - | - |

## READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| * Euphemisms: | | | | | | | |
| using the term "to enter into rest" for "dying" | | | | | | | |
| * Recognizes and understands the meaning of antonyms, synonyms, homonyms, homographs and heteronyms........................... | X | XX | XX | XX | - - | - - | - - |
| up - down (antonyms)<br>pretty - beautiful (synonyms)<br>their - there (homonyms)<br>mail = suit of armor -- mail - letters, postcards (homographs)<br>tear = to rip -- tear = salty fluid from eye (heteronyms) | | | | | | | |
| * Recognizes and interprets common idioms and picturesque language.................. | X | XX | XX | XX | - - | - - | - - |
| * Recognizes and interprets metaphors, similes and allusions..................... | X | XX | XX | XX | XX | XX | - - |
| * Recognizes and interprets metonymy........ | X | XX | XX | XX | XX | XX | - - |
| The woman sets a good table. (food) | | | | | | | |
| * Recognizes and understands the meaning of abstract words as they are used in the context.................................. | | | X | XX | XX | XX | - - |
| democracy, truth, love, honesty | | | | | | | |
| * Recognizes and interprets colloquialisms.. | X | XX | XX | - - | - - | - - | - - |
| * Recognizes and understands the meaning of denotative and connotative words.......... | X | XX | XX | - - | - - | - - | - - |
| Denotative words - those that have a specific meaning with strict reference to fact<br>tree, desk | | | | | | | |
| Connotative words - those that have emotional meanings in addition to their specific meaning as<br>house - a place to live<br>home - a place to live, plus emotional feelings associated with family life | | | | | | | |

*(Refer to Glossary of Reading Terms.)

## READING

| COMPREHENSION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 1 |
|---|---|---|---|---|---|---|---|
| * Recognizes and interprets onomatopoeia (imitative words)<br>buzz, tick tock | XX | XX | - - | - - | - - | - - | - |
| * Recognizes and understands qualifying words (words that limit or modify the meaning of a sentence)<br>many, almost, nearly | | | | | | | |
| * Recognizes and understands pronoun reference (associating pronouns with corresponding nouns and proper names) (See section on Comprehension of Sentences. ) | X | XX | XX | XX | - - | - - | - |
| Recognizes and understands the meaning and relationship (time, contrast, cause-effect) brought about by such words as because, after, since, before, but (Refer to section on Comprehension of Sentences and Paragraphs. ) | X | XX | XX | - - | - - | - - | - |
| Recognizes the value of making and using a "growing list" of new words learned from reading in any area | X | XX | XX | XX | - - | - - | - |
| Develops an interest in word origins and an awareness of the many meanings of the same word in different contexts (or as determined by contest)[8] | X | XX | XX | XX | XX | XX | XX |
| Develops an interest in word structure | X | XX | XX | XX | XX | - - | - |
| * Acquires, understands and uses technical concepts and a technical vocabulary as he studies in the content areas | | X | XX | XX | XX | XX | - |
| * Develops the ability to understand and apply abstract words to previous knowledge and to everyday experiences or situations<br>democracy love justice<br>honesty truth | | | X | XX | XX | - - | - |

* (Refer to Glossary of Reading Terms.)

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[8] Strang, op. cit., p. 103

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Comprehension of Phrases or Thought Units | | | | | | | |
| Acquires the ability to group words into meaningful thought units as an aid in understanding phrases and sentences | | | | | | | |
| Develops the concept of a phrase as a meaning unit in reading.................. | XX | - - | - - | - - | - - | - - | - - |
| Recognizes meaningful and related groups of words in a sentence.................. | XX | - - | - - | - - | - - | - - | - - |
| Develops the ability to analyze a sentence into thought units, and recognizes a unit as a single idea.......................... | XX | - - | - - | - - | - - | - - | - - |
| Develops the ability to recognize a key phrase or phrases in a sentence, and to understand that key phrases are related words which give full meaning to a sentence.................................... | XX | - - | - - | - - | - - | - - | - - |
| Understands and uses punctuation marks as aids in comprehending thought units (such as commas used to group words into thought units or ideas)........................... | XX | - - | - - | - - | - - | - - | - - |
| Develops an understanding of pronoun reference (who, what, it, which, that, etc.)...................................... | X | XX | XX | - - | - - | - - | - - |
| Develops the ability to relate pronouns to their proper reference................. | | X | XX | - - | - - | - - | - - |
| Mary was helping her mother, who was very tired. | | | | | | | |
| Understands shades of meaning brought about by connective words as:............. | X | XX | XX | - - | - - | - - | - - |
| after, since, because, but, while, whether, except, without, if, unless, how, like, as well as, as soon as, although, however, moreover, provided that, therefore, nevertheless, etc. | | | | | | | |

| COMPREHENSION SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Uses the above words as clues to specific relationships (time, cause-effect, contrast) between ideas in a sentence........ | X | XX | XX | - - | - - | - - | - - |
| * Acquires the ability to recognize and interpret figurative language (imaginative words used to express an idea)............ | X | XX | XX | - - | - - | - - | - - |
| "the angry sea"<br>"gay summer"<br>"the stillness of the night"<br>"happy spring" | | | | | | | |
| * Recognizes and interprets common idiomatic phrases or expressions.................... | X | XX | XX | XX | - - | - - | - - |
| "sly as a fox"<br>"sat down"<br>"got off"<br>"an under-the-table deal" (politics)<br>"busy as a bee"<br>"quick as a flash"<br>"stood up"<br>"go to bed" | | | | | | | |
| * Recognizes and interprets colloquialisms (words used in informal conversation)..... | X | XX | XX | - - | - - | - - | - - |
| "a workout"<br>"in a jiffy"<br>"corny"<br>"skip it"<br>"it's a cinch"<br>"on the beam" | | | | | | | |
| * Recognizes and interprets metaphorical phrases................................ | | X | XX | XX | - - | - - | - - |
| "The United Crusade"<br>"The Space Age"<br>"The Deep South"<br>"The Iron Curtain"<br>"The Golden West" | | | | | | | |

(Refer to Glossary of Reading Terms.)

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| * Recognizes and interprets similes.......... | X | XX | XX | XX | - - | - - | - - |
| "eyes like stars"<br>"strong as a giant"<br>"thin as a rail" | | | | | | | |
| * Recognizes and interprets allusions....... | | | X | XX | XX | - - | - - |
| The Mississippi River is often referred to as "Old Man River." | | | | | | | |
| San Francisco is called the "Gateway to the Pacific." | | | | | | | |
| The man called the happy, old tramp a "knight of the road." | | | | | | | |
| * Recognizes and interprets personification. | X | XX | XX | XX | XX | - - | - - |
| "the angry sea" | | | | | | | |
| * Recognizes and interprets hyperboles...... | X | XX | XX | XX | XX | - - | - - |
| "millions of friends" | | | | | | | |
| * Recognizes and interprets metonymy........ | X | XX | XX | XX | XX | - - | - - |
| "a warm heart" | | | | | | | |
| * Recognizes and interprets litotes (understatements)............................ | X | XX | XX | XX | XX | - - | - - |
| "hurricane" described as a "little blow" | | | | | | | |
| * Recognizes and interprets euphemisms...... | X | XX | XX | XX | XX | - - | - - |
| using the term "senior citizens" for old people | | | | | | | |

efer to Glossary of Reading Terms )

# READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | |
|---|---|---|---|---|---|---|---|
| Sentence Comprehension | | | | | | | |
| Acquires the ability to understand the meaning of sentences by recognizing and interpreting the relation of words and groups of words within a sentence | | | | | | | |
| Develops the ability to analyze a sentence into thought units.................... | XX | - - | - - | - - | - - | - - | - |
| Understands the meaning of a simple sentence without phrases or clauses (declarative or interrogative)........... | XX | - - | - - | - - | - - | - - | - |
| Understands the meaning of a sentence when it contains a few simple phrases..... | XX | - - | - - | - - | - - | - - | - |
| Understands the meaning of a compound sentence joined by and, but, or, nor...... | X | X | - - | - - | - - | - - | - |
| Understands the meaning of a sentence when it contains phrases (identifies predicate and subject): | | | | | | | |
| A box of candy was on the table. (a few phrases)......................... | XX | XX | - - | - - | - - | - - | - |
| At the beginning of the program the children were very quiet. (phrases before the subject).................. | X | XX | XX | - - | - - | - - | - |
| Understands the meaning of a sentence when it contains a participial phrase or phrases (identifies predicate and subject) | | X | XX | XX | - - | - - | - |
| Expecting rain, the children were wearing their raincoats. | | | | | | | |
| Jumping quickly over the fence, the cat disappeared. | | | | | | | |

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Understands the meaning of a sentence when it is in inverted order (identifies predicate and subject)................... | X | XX | XX | - - | - - | - - | - - |
| That story, I do not understand. | | | | | | | |
| In the far corner of the building was a small office. | | | | | | | |
| Recognizes and interprets the use of commas in a sentence as aids to interpretation: | | | | | | | |
| words in a series...................... | XX | - - | - - | - - | - - | - - | - - |
| separating ideas....................... | X | XX | - - | - - | - - | - - | - - |
| to point out an interpolated idea...... | | | X | XX | - - | - - | - - |
| Develops the ability to understand complex sentences which contain one or more dependent clauses by recognizing and interpreting connective words that introduce dependent clauses as clues to relationships (time, cause-effect, contrast) | | | | | | | |
| ideas dependent upon time, place or manner, introduced by such words as: when, where, as, as if, since, as though, in order to, although, before, as soon as, after, while, as well as........................... | | X | XX | XX | - - | - - | - - |
| ideas dependent upon condition or cause, introduced by such words as: whether, if, because, provided that, on account of, so that, in order to, although............................ | | X | XX | XX | - - | - - | - - |
| ideas that suggest contradiction, introduced by such words as: either-or, not, rather than, despite, neither-nor, but, however............. | | X | XX | XX | - - | - - | - - |
| relative pronouns (that refer to other nouns or ideas known as their antecedents) as: who, whose, whom, which, that, what......................... | | X | XX | XX | - - | - - | - - |

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes the above connective words as aids to interpreting relationships between ideas in a sentence........................ |  | X | XX | XX | - - | - - | - - |
| Develops the ability to understand the way in which total context influences sentence meaning.................................... | X | XX | XX | XX | - - | - - | - - |
| Develops the ability to understand ideas implied, but not directly stated.......... | X | XX | XX | XX | XX | - - | - - |
| Develops the ability to understand complex sentences which contain one or more dependent (subordinate) clauses as........ |  | X | XX | XX | - - | - - | - - |
| We left (before the game was finished).<br>adverb clause |  |  |  |  |  |  |  |
| I thought (that you would go with me).<br>noun clause |  |  |  |  |  |  |  |
| The man (who painted the house) did a good job.<br>adjective clause |  |  |  |  |  |  |  |
| Paragraph Comprehension |  |  |  |  |  |  |  |
| Acquires the ability to understand the meaning and organization of paragraphs |  |  |  |  |  |  |  |
| Develops the ability to get meaning from a paragraph: |  |  |  |  |  |  |  |
| recognizes the relationship between sentences................................ | X | XX | XX | XX | - - | - - | - - |
| gains an awareness of the importance of identifying the main idea........... | X | XX | XX | XX | - - | - - | - - |
| identifies main idea..................... | X | XX | XX | XX | - - | - - | - - |
| identifies key sentences, key words.... | X | XX | XX | XX | - - | - - | - - |

# READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes and interprets the meaning and organization (structure) of a paragraph when the main idea[9]: | | | | | | | |
| is stated first | XX | - - | - - | - - | - - | - - | - - |
| is stated at the end of the paragraph | | XX | - - | - - | - - | - - | - - |
| is implied | | X | XX | XX | XX | - - | - - |
| is implied by means of contrast | | X | XX | XX | XX | - - | - - |
| is inferred by means of analogy | | X | XX | XX | - - | - - | - - |
| is found in two or more paragraphs | X | XX | XX | - - | - - | - - | - - |
| is implied (and one main idea is within two paragraphs) by means of comparison and contrast | X | XX | XX | - - | - - | - - | - - |
| is complex and there is a shifting of thought, and transitional expressions such as *however*, *on the other hand*, *but*, *notwithstanding*, *in addition*, *furthermore* are clues | | X | XX | XX | XX | - - | - - |
| is an answer to a question (and there must be a generalization to find the main idea) | | X | XX | XX | XX | - - | - - |
| is developed by means of a statement of cause and effect | | X | XX | XX | - - | - - | - - |
| Develops the ability to differentiate between paragraphs in texts (facts) and paragraphs in stories (fiction) | X | XX | XX | XX | - - | - - | - - |

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[9] Used with permission of Dr. Constance M. McCullough, Reading Consultant to the San Francisco Unified School District.

## READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Reading to Note Details | | | | | | | |
| Acquires the ability to recognize and understand supporting details and their relation to the main idea | | | | | | | |
| Understands the function of significant details in supporting or clarifying the main idea.............................. | X | XX | XX | - - | - - | - - | - - |
| Distinguishes between essential and nonessential details...................... | X | XX | XX | - - | - - | - - | - - |
| Recognizes details when they provide concrete illustrations which make a generalization more meaningful............ | X | XX | XX | - - | - - | - - | - - |
| Provides evidence in support of a conclusion.................................. | X | XX | XX | - - | - - | - - | - - |
| Indicates ways in which an idea can be applied.................................. | X | XX | XX | - - | - - | - - | - - |
| Relates the details to the main idea...... | X | XX | XX | - - | - - | - - | - - |
| Identifies details that recall basic concepts (broad generalizations of specific facts)........................ | X | XX | XX | - - | - - | - - | - - |
| Identifies key words, phrases or sentences (which may be significant details)............................ | X | XX | XX | - - | - - | - - | - - |
| Recognizes and identifies details needed to answer: | | | | | | | |
| how, who, what, when, why, where.... | XX | XX | - - | - - | - - | - - | - - |
| to answer specific questions (isolated facts - time, place, location), sequence of events....... | XX | XX | XX | - - | - - | - - | - - |
| to choose the correct answer in multiple choice, completion or objective items..................... | XX | XX | XX | - - | - - | - - | - - |

READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Identifies transition words or phrases and recognizes their function in connecting ideas (on the other hand, in addition, however, notwithstanding, but, etc.)...... | X | XX | XX | - - | - - | - - | - - |
| Works out assignments from printed directions................................ | X | XX | XX | - - | - - | - - | - - |
| Entire Selections | | | | | | | |
| Acquires the ability to understand entire selections by recognizing and interpreting the interrelationships among the various parts of a reading selection | | | | | | | |
| Develops the ability to sense the meanings of the relationships between paragraphs and between various parts of a selection by understanding the function of the paragraph when: | | | | | | | |
| used as an introduction to a selection | | X | XX | XX | - - | - - | - - |
| used to define, explain or state facts | | X | XX | XX | - - | - - | - - |
| used as a bridge or a transitional paragraph (to carry the reader from what has gone before to what is to follow)............................... | | X | XX | XX | - - | - - | - - |
| used as a conclusion or summary (restating main ideas and reviewing what has been read).................. | | X | XX | XX | - - | - - | - - |
| Develops the ability to sense sequence of paragraphs,................................ | | X | XX | XX | - - | - - | - - |
| Develops the ability to recognize the basic organization of a reading selection of narrative or factual materials............... | | X | XX | XX | XX | - - | - - |

# READING

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Following Directions | | | | | | | |
| Develops skill in following written directions | | | | | | | |
| Recognizes the need to read directions at a relatively slow, careful rate, after a preliminary reading, so as to get the exact meaning of each step............... | X | XX | XX | - - | - - | - - | - - |
| Recognizes the need of a second reading for a clearer understanding of each step and as an aid to recall.................. | X | XX | XX | - - | - - | - - | - - |
| Recognizes the need to understand each step before next step is read, in a short set of directions......................... | X | XX | XX | - - | - - | - - | - - |
| Recognizes the necessity of a careful rereading for a thorough understanding of each step.............................. | X | XX | XX | - - | - - | - - | - - |
| Recalls orally the steps in a set of directions before proceeding to carry them out................................ | XX | XX | XX | - - | - - | - - | - - |
| Recognizes the need of accuracy in following directions to avoid damage or accident................................ | XX | XX | XX | - - | - - | - - | - - |
| Recognizes that a step-by-step sequence must be followed in order to carry out successfully a set of directions.......... | XX | XX | XX | - - | - - | - - | - - |
| Recognizes the need to reread (after carrying out directions) to see that all directions have been followed............ | XX | XX | XX | XX | - - | - - | - - |
| Understands the need to get an over-view of the sequence of a long list of directions by a preliminary reading of the total list............................ | X | XX | XX | - - | - - | - - | - - |

| COMPREHENSION SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to appraise the directions for the manner in which they must be followed: | | | | | | | |
| whether it is necessary to read one step at a time and execute, or......... | X | XX | XX | - - | - - | - - | - - |
| whether it is necessary to read and remember each item and its sequence and then execute...................... | X | XX | XX | - - | - - | - - | - - |
| Acquires the ability to reproduce the thought of a passage | | | | | | | |
| Discovers answers to specific questions as a result of reading.................... | X | XX | XX | - - | - - | - - | - - |
| Recalls main ideas and important facts.... | X | XX | XX | - - | - - | - - | - - |
| Expresses orally in his own words ideas gained from reading...................... | X | XX | XX | - - | - - | - - | - - |
| Understands and distinguishes between a passage written for information and one written for appreciation.................. | X | XX | XX | XX | XX | - - | - - |
| Follows a correct sequence of ideas or events in the plot of a story, steps in a *process, cause and effect relationship....* | X | XX | XX | - - | - - | - - | - - |
| Interprets stories read by: | | | | | | | |
| dramatic presentation................. | X | XX | - - | - - | - - | - - | - - |
| illustrations (drawings)............... | X | XX | - - | - - | - - | - - | - - |
| story telling.......................... | X | XX | - - | - - | - - | - - | - - |

## READING

| STUDY-RESEARCH SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Develops the ability to locate, obtain and use needed information from authoritative sources efficiently | | | | | | | |
| Acquires the ability to use sources of information within the library | | | | | | | |
| Acquires knowledge of the kinds and uses of various source materials available in the library as: | | | | | | | |
| books of fiction (novels and stories).. | | X | XX | - - | - - | - - | - - |
| non-fiction reference type books (encyclopedias, biographies, dictionaries)........................ | | X | XX | - - | - - | - - | - - |
| periodicals (magazines)................ | | X | XX | - - | - - | - - | - - |
| newspapers............................ | | X | XX | - - | - - | - - | - - |
| exhibits.............................. | | X | XX | - - | - - | - - | - - |
| vertical file (pamphlets, information on current topics, pictures, clippings)........................... | | X | XX | - - | - - | - - | - - |
| Learns the arrangement (physical "set-up" of the library) as a guide to locate materials: | | | | | | | |
| knows arrangement of books; fiction arranged alphabetically by authors; nonfiction arranged by subject, through class numbers, alphabetized by authors within each classification............ | | X | XX | XX | - - | - - | - - |
| reference books (encyclopedias, biographies, dictionaries, etc.), card catalogue........................ | | X | XX | XX | - - | - - | - - |
| desk where books are charged out....... | X | XX | - - | - - | | | |
| reserved section....................... | | X | XX | XX | - - | - - | - - |
| vertical files (by subjects)........... | | X | XX | XX | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| magazine and newspaper rack |  | X | XX | XX | - - | - - | - - |
| new book shelf |  | X | XX | XX | - - | - - | - - |
| Learns about library procedure |  | X | XX | XX | - - | - - | - - |
| Uses Alphabetical Arrangement |  |  |  |  |  |  |  |
| Locates words in picture dictionaries and word books | XX | - - |  |  |  |  |  |
| Knows the sequence of the alphabet | XX | XX | - - | - - | - - | - - | - - |
| Knows which letter comes before and which letter comes after a specific letter | XX | XX | XX | - - | - - | - - | - - |
| Arranges a list of words in alphabetical order according to first, second, third and fourth letters | X | XX | XX | - - | - - | - - | - - |
| Uses and locates items in alphabetical order | X | XX | XX | - - | - - | - - | - - |
| Alphabetizes proper names | X | XX | XX | - - | - - | - - | - - |
| Alphabetizes cards, pictures, books, etc. | X | XX | - - | - - | - - | - - | - - |
| Uses an alphabetical file | X | XX | XX | - - | - - | - - | - - |
| Files information cards, pictures, books, in alphabetical order | X | XX | XX | - - | - - | - - | - - |
| Applies knowledge of alphabetical sequence and alphabetical position when needed: |  |  |  |  |  |  |  |
| opens dictionary at a place near where a given word is located | X | XX | XX | - - | - - | - - | - - |
| uses guide words in the dictionary | X | XX | XX | - - | - - | - - | - - |
| uses guide words at the top of the dictionary page | X | XX | XX | - - | - - | - - | - - |
| uses a glossary | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| using alphabetical order in locating information in encyclopedias and other sources................................ | X | XX | XX | - - | - - | - - | - - |
| using a telephone directory............ | X | XX | XX | - - | - - | - - | - - |
| using a city directory................. | X | XX | XX | - - | - - | - - | - - |
| using an index in a specific book...... | X | XX | XX | - - | - - | - - | - - |
| using an index to reference books which are alphabetized in volumes (Refer to section on Using an Index.)........... | X | XX | XX | - - | - - | - - | - - |
| using a thumb index.................... | X | XX | XX | - - | - - | - - | - - |
| using an appendix...................... | X | XX | XX | - - | - - | - - | - - |
| alphabetizing books on a topic (arrangement of titles)................ | X | XX | XX | XX | - - | - - | - - |
| using a library card file to locate material................................ | X | XX | XX | XX | - - | - - | - - |
| using outside guide letters............ |  | X | XX | XX | - - | - - | - - |
| using inside guides (single letters, parts of words, whole words)........... |  | X | XX | XX | - - | - - | - - |
| using title cards, author cards, subject cards, cross reference cards...... |  | X | XX | XX | - - | - - | - - |
| making a bibliography on a topic....... |  | X | XX | XX | XX | - - | - - |
| Skims to locate key words or key phrases to locate needed information (Refer to section on Skimming.)................... | X | XX | XX | - - | - - | - - | - - |
| Understands and Uses the Card Catalogue as a Source for all Available Books |  |  |  |  |  |  |  |
| Knows and uses the three kinds of cards: |  |  |  |  |  |  |  |
| author................................. |  | X | XX | XX | - - | - - | - - |
| title.................................. |  | X | XX | XX | - - | - - | - - |
| subject................................ |  | X | XX | XX | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes and interprets information on each type of card.......................... |  | X | XX | XX | - - | - - | - - |
| call number.......................... |  | X | XX | XX | - - | - - | - - |
| authorship (author or authors, etc.)... |  | X | XX | XX | - - | - - | - - |
| publication (place, name, date)........ |  | X | XX | XX | - - | - - | - - |
| facts about book.................... |  | X | XX | XX | - - | - - | - - |
| symbols.............................. |  | X | XX | XX | - - | - - | - - |
| cross-reference (see and see-also cards) as leads to additional information.......................... |  | X | XX | XX | XX | - - | - - |
| Understands and Uses the Dewey Decimal Classification in Locating Needed Materials (non-fiction books) by Information Listed on Cards as: |  |  |  |  |  |  |  |
| call numbers.......................... |  | X | XX | XX | - - | - - | - - |
| specific book listings................ |  | X | XX | XX | - - | - - | - - |
| brief annotations.................... |  |  | X | XX | XX | - - | - - |
| data on publications................. |  |  | X | XX | XX | - - | - - |
| Thinks of several headings or entries in which needed information might be found... |  |  | X | XX | XX | - - | - - |
| Lists books on a topic used as source material by alphabetical arrangement of: |  |  |  |  |  |  |  |
| author................................ |  |  | X | XX | XX | - - | - - |
| title................................. |  |  | X | XX | XX | - - | - - |
| subject............................... |  |  | X | XX | XX | XX | - - |
| Learns the correct techniques for making a bibliography by using alphabetical arrangement............................. |  |  | X | XX | XX | XX | - - |
| Knows and uses, if necessary, the Reader's Guide to Periodical Literature as a reference for articles in current periodicals under author and subject index (Refer to section on Other Reference Materials.)... |  |  | X | XX | XX | XX | XX |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Knows information available in *Who's Who*, and uses when necessary |  |  | X | XX | XX | XX | - - |
| Uses the services of the librarian for help in locating material or for any guidance needed in obtaining other references other than encyclopedias, almanacs, etc. |  | X | XX | XX | - - | - - | - - |
| Learns about lists of outstanding magazine articles available in school libraries |  |  |  | X | XX | XX | - - |
| Knows and uses the special services and facilities of the public library as: |  |  |  |  |  |  |  |
| exhibits, displays |  | X | XX | XX | XX | - - | - - |
| lectures |  | X | XX | XX | XX | - - | - - |
| story-telling |  | X | XX | XX | XX | - - | - - |
| music room |  | X | XX | XX | XX | - - | - - |
| reference room |  | X | XX | XX | XX | - - | - - |
| periodical room |  | X | XX | XX | XX | XX | - - |
| Acquires and uses a library card | XX | XX | XX | - - | - - | - - | - - |
| Learns to use the facilities of the library for pleasure or recreation or to meet one's needs (interests or hobbies) as |  |  |  |  |  |  |  |
| looking over exhibits, references, browsing and skimming through books |  | X | XX | XX | - - | - - | - - |
| *Uses a Single Book as a Source of Information* |  |  |  |  |  |  |  |
| Learns the names and functions of the parts of a book as: |  |  |  |  |  |  |  |
| title page | X | XX | XX | - - | - - | - - | - - |
| copyright page | X | XX | XX | - - | - - | - - | - - |
| preface (foreword, introduction) |  | X | XX | XX | - - | - - | - - |
| table of contents | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| list of illustrations (maps, diagrams, charts and keys to illustrations and reading material) | X | XX | XX | - - | - - | - - | - - |
| headings (chapter, marginal, etc.) | X | XX | XX | - - | - - | - - | - - |
| glossary | X | XX | XX | - - | - - | - - | - - |
| appendix |  |  | X | XX | XX | - - | - - |
| bibliography |  |  | X | XX | XX | - - | - - |
| index |  |  | X | XX | XX | - - | - - |
| footnotes |  |  | X | XX | XX | - - | - - |
| Uses pertinent information from parts of a book |  | X | XX | XX | XX | - - | - - |
| Understands the SQ3R Method and uses the specific steps of this technique in using a book (Refer to Bulletin on SQ3R Method, April 1961.) |  | X | XX | XX | - - | - - | - - |
| Understands the need to evaluate the information on copyright pages, noting any difference between copyright date and date of publication, so as to establish whether the factual material in book is sufficiently up-to-date (i.e., advances made in science, travel, medicines, all areas of our economy) |  | X | XX | XX | - - | - - | - - |
| Learns to use preface and/or foreword or introduction to identify author's purpose and scope of the book |  | X | XX | XX | XX | - - | - - |
| Chooses source material in a book by identifying author's purpose |  | X | XX | XX | XX | - - | - - |
| Interprets and uses information found in footnotes |  |  | X | XX | XX | - - | - - |
| Understands the purpose of the appendix as a source of additional information (not included in the body of the book) |  |  |  | X | XX | XX | - - |

## READING

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Understands and Uses a Table of Contents | | | | | | | |
| Understands that a table of contents shows titles............................ | X | XX | XX | - - | - - | - - | - - |
| Locates a story or a titled section in a table of contents........................ | XX | - - | - - | - - | - - | - - | - - |
| Locates a story or a titled section in a table of contents from the page given..... | XX | - - | - - | - - | - - | - - | - - |
| Locates information for content subjects in a table of contents.................... | XX | - - | - - | - - | - - | - - | - - |
| Understands the difference between a table of contents and an index............ | X | XX | XX | - - | - - | - - | - - |
| Decides whether to use table of contents (broad coverage of a topic) or an index (for specific information)................ | | X | XX | XX | XX | - - | - - |
| Recognizes a group of stories as belonging to one theme in a table of contents... | X | XX | - - | - - | - - | - - | - - |
| Understands and Uses an Index | | | | | | | |
| Understands that an index is a guide in locating pertinent information quickly, and that an index lists topics........... | X | XX | XX | XX | - - | - - | - - |
| Understands and uses such aids found in indexes as: | | | | | | | |
| keys to pictures........................ | X | XX | XX | - - | - - | - - | - - |
| graphs, maps............................ | X | XX | XX | - - | - - | - - | - - |
| reading material........................ | X | XX | XX | - - | - - | - - | - - |
| page and section references............ | X | XX | XX | - - | - - | - - | - - |
| differences in type..................... | X | XX | XX | - - | - - | - - | - - |
| subheads under a topic listing......... | X | - - | - - | - - | - - | - - | - - |
| abbreviations........................... | X | XX | XX | - - | - - | - - | - - |
| cross-references........................ | X | X | XX | XX | - - | - - | - - |
| Knows where to locate an index in a single book or set of books.............. | X | XX | XX | XX | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Compares the index of a book with its table of contents, and notes differences in format | X | XX | XX | - - | - - | - - | - - |
| Uses topic and subhead (subtopic) information in index when obtaining or organizing material on a given topic |  | X | XX | XX | - - | - - | - - |
| Uses one or two or more key words in locating information in an index | X | XX | XX | XX | - - | - - | - - |
| Skims to locate key word or words in locating desired information (Refer to section on Skimming.) | X | XX | XX | XX | - - | - - | - - |
| Acquires a knowledge and understanding of the purposes and location of various kinds of indexes: |  |  |  |  |  |  |  |
| dictionary | X | XX | XX | XX | - - | - - | - - |
| encyclopedia | X | XX | XX | XX | - - | - - | - - |
| newspaper (usually lower left-hand corner of first page) |  | X | XX | XX | - - | - - | - - |
| art |  | X | XX | XX | - - | - - | - - |
| music |  | X | X | XX | - - | - - | - - |
| indexes to periodicals |  |  |  | X | XX | XX | XX |
| Uses the index of a single volume encyclopedia and the index of a series encyclopedia |  | X | XX | XX | - - | - - | - - |
| Recognizes that each book may have a different index key to pictures, maps, graphs, pages, etc | X | XX | XX | - - | - - | - - | - - |
| Uses Organizational Clues |  |  |  |  |  |  |  |
| Recognizes and understands the purpose of organizational clues as aids in helping to keep the main ideas in mind before reading the content | X | XX | XX | - - | - - | - - | - - |
| Uses sectional and paragraph heads in reading for a specific problem | X | XX | XX | - - | - - | - - | - - |
| Understands the purpose of changes of type (title page, table of contents, chapter headings, paragraph heads) | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Understands the relation of Roman numerals to capitals and Arabic numbers in the organization of a book | X | XX | XX | - - | - - | - - | - |
| Knows the purpose of italics when used for: | | | | | | | |
| emphasis | | X | XX | - - | - - | - - | - |
| name of publication | | X | XX | - - | - - | - - | - |
| Understands the purpose and uses of a glossary | X | XX | XX | - - | - - | - - | - |
| Recognizes the need to use a glossary when reading in content areas: | | | | | | | |
| to select correct pronunciations and meanings of types of words that are found in science, history, social studies books, etc | X | XX | XX | - - | - - | - - | - |
| or when special nondictionary language is used (English language such as used in a Shakespearean play) | | | | X | XX | XX | - |
| Knows that an appendix may have additional material on a topic treated in a book | | X | XX | XX | - - | - - | - |
| Understands and uses cross-references | | X | XX | XX | - - | - - | - |
| Recognizes and interprets abbreviations and symbols commonly used in reference books | | X | XX | XX | - - | - - | - |
| Uses a Dictionary | | | | | | | |
| Recognizes the dictionary as a main source for obtaining information about the meanings, uses, spellings, and pronunciations of words | | | | | | | |
| Locates words in a picture dictionary | XX | | - - | - - | - - | - - | - |
| Understands and locates words quickly, using alphabetical sequence and alphabetical position: | | | | | | | |

| STUDY-RESEARCH SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| according to first letter of word...... | XX | - - | - - | - - | - - | - - | - - |
| in words having the same first letter, but different second, third and fourth letters.............................. | XX | - - | - - | - - | - - | - - | - - |
| Understands the parts of a dictionary and can quickly open the dictionary to approximate section, depending upon the first letter of a specific word........... | X | XX | XX | - - | - - | - - | - - |
| Understands the purpose of guide words (found in the top margin of each dictionary page); knows that these guide words correspond to the first entry word and last entry word on the page; uses these guide words for the speedy location of a desired word. | X | XX | XX | - - | - - | - - | - - |
| Understands and uses clues on the location of words provided by the thumb index................................. | X | XX | XX | - - | - - | - - | - - |
| Uses the dictionary to find correct pronunciation: | | | | | | | |
| learns to use the Guide to Pronunciation in the front of a dictionary.......................... | X | XX | XX | - - | - - | - - | - - |
| learns to use the keys to diacritical markings at the bottom of the dictionary pages..................... | X | XX | XX | - - | - - | - - | - - |
| recognizes and uses syllabic divisions of words............................ | X | XX | XX | - - | - - | - - | - - |
| interprets accent marks as aids to pronunciation (that difference in accent may determine the meaning and that pronunciation is determined by the manner in which the word is used in context)........................ | X | XX | XX | - - | - - | - - | - - |
| understands the use of phonetic spelling as used in the dictionary | X | XX | XX | - - | - - | - - | - - |

## READING

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| **Uses the dictionary to find the correct meaning:** | | | | | | | |
| **interprets dictionary definitions......** | X | XX | XX | - - | - - | - - | - - |
| **understands the order of definitions for a single entry...................** | X | XX | XX | - - | - - | - - | - - |
| **understands the labels and abbreviations which indicate preferred usage.........** | X | XX | XX | - - | - - | - - | - - |
| understands that a word may have a number of meanings and is able to select the appropriate meaning from the several given in the dictionary, the one meaning that fits a given context...... | X | XX | XX | - - | - - | - - | - - |
| run, land, catch<br>(Each of these words has several meanings but the meaning chosen must fit the context.) | | | | | | | |
| adapts a definition to fit into the context in which a word occurs | X | XX | XX | - - | - - | - - | - - |
| recognizes the root word in an inflected or derived form.................. | X | XX | XX | - - | - - | - - | - - |
| root word lady in ladies<br>" " care in careful<br>" " slow in slowly | | | | | | | |
| finds the inflected or modified form of a word within the definition as<br>found under find<br>wrote under write<br>singing under sing................ | X | XX | XX | - - | - - | - - | - - |
| evaluates and selects correct synonyms for a word as given in the dictionary.. | X | XX | XX | - - | - - | - - | - - |
| evaluates and uses antonyms as given in the dictionary to aid word understanding | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| identifies and uses homonyms ......... | X | XX | XX | - - | - - | - - | - - |
| learns to evaluate word usage (accepted from unaccepted)............ | X | XX | XX | - - | - - | - - | - - |
| Uses the dictionary as an aid in determining correct spelling: | | | | | | | |
| attempts to find word by using variations from own spelling if not sure of correct spelling of word........... | X | XX | XX | - - | - - | - - | - - |
| locates preferred spelling by use of number "1"......................... | X | XX | XX | - - | - - | - - | - - |
| locates inflectional endings in the dictionary........................... | X | XX | XX | - - | - - | - - | - - |
| makes use of all dictionary aids as illustrations or sentences in selecting the proper meaning of a word...... | X | XX | XX | - - | - - | - - | - - |
| uses the dictionary as an aid in selecting the precise meaning of a word.................................. | X | XX | XX | - - | - - | - - | - - |
| Understands the differences between abridged and unabridged dictionaries..... | X | XX | XX | - - | - - | - - | - - |
| Knows several abridged dictionaries and evaluates the differences and likenesses between them.......................... | X | XX | XX | XX | - - | - - | - - |
| Understands and uses the unabridged dictionary as a source of information (other than pronunciation, definition and spelling) for: | | | | | | | |
| derivation (history and origin of words)................................ | | X | XX | XX | - - | - - | - - |
| geographical information............. | X | XX | XX | XX | - - | - - | - - |
| abbreviations....................... | X | XX | XX | - - | - - | - - | - - |
| Biblical names....................... | X | XX | XX | - - | - - | - - | - - |
| tables of weights and measures........ | X | XX | XX | - - | - - | - - | - - |
| rules for punctuation................ | X | XX | XX | - - | - - | - - | - - |
| synonyms and antonyms, homonyms....... | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| rules of spelling | X | XX | XX | - - | - - | - - | - - |
| plurals and tenses | X | XX | XX | - - | - - | - - | - - |
| parts of speech |  | X | XX | - - | - - | - - | - - |
| biographical words |  | X | XX | - - | - - | - - | - - |
| mythical words |  | X | XX | - - | - - | - - | - - |
| cross references (understands purpose and use in obtaining further information) |  | X | XX | XX | - - | - - | - - |
| forms of address |  | X | XX | XX | - - | - - | - - |
| foreign words |  | X | XX | XX | - - | - - | - - |
| proper names |  | X | XX | XX | - - | - - | - - |
| Learns to use a dictionary, abridged or unabridged, depending upon reading ability and information needed | X | XX | XX | - - | - - | - - | - - |
| Understands that format and pronunciation keys vary with particular dictionaries in use |  | X | XX | XX | - - | - - | - - |
| Knows and evaluates various dictionaries such as Webster's Unabridged, Webster's New Collegiate, Thorndike-Barnhart Junior Dictionary, Thorndike High School Dictionary, Winston Dictionary, Webster's New International Dictionary, etc. by using the following criteria |  |  |  | X | XX | XX | XX |
| size and format |  |  |  | X | XX | XX | XX |
| system of pronunciation |  |  |  | X | XX | XX | XX |
| marking |  |  |  | X | XX | XX | XX |
| adequacy of definitions |  |  |  | X | XX | XX | XX |
| derivations |  |  |  | X | XX | XX | XX |
| aids in finding words, such as a thumb index |  |  |  | X | XX | XX | XX |
| new words |  |  |  | X | XX | XX | XX |
| status among scholars |  |  |  | X | XX | XX | XX |
| number of words listed |  |  |  | X | XX | XX | XX |
| appendix material |  |  |  | X | XX | XX | XX |
| suitability to one's purpose |  |  |  | X | XX | XX | XX |
| Acquires knowledge of the availability and understands uses of foreign language dictionaries when there is a specific need |  |  | X | XX | XX | XX | XX |

| STUDY-RESEARCH SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Skims to locate desired word (Refer to section on Skimming.) .......... | X | XX | XX | - - | - - | - - | - - |
| Acquires knowledge of the specific value of certain reference books as sources of information | | | | | | | |
| Uses the Encyclopedia | | | | | | | |
| Understands the specific purpose of the encyclopedia as a source for finding authoritative factual information......... | X | XX | XX | - - | - - | - - | - - |
| Uses a single volume encyclopedia or a series encyclopedia...................... | X | XX | XX | - - | - - | - - | - - |
| Understands the alphabetical arrangement of volumes as an aid in locating material. | X | XX | XX | - - | - - | - - | - - |
| Interprets and uses the arrangement of the material in the encyclopedia as: | | | | | | | |
| organizational aids.................... | X | XX | XX | - - | - - | - - | - - |
| alphabetical guide letters on back binding................................ | X | XX | XX | - - | - - | - - | - - |
| guide words at top of each page........ | X | XX | XX | - - | - - | - - | - - |
| use of index (of a single volume or a series encyclopedia).................. | X | XX | XX | - - | - - | - - | - - |
| pictorial and graphic material (diagrams, maps, illustrations, graphs, etc.)............................... | X | XX | XX | - - | - - | - - | - - |
| Obtains and interprets information by the use of: | | | | | | | |
| cross references....................... | X | XX | XX | XX | - - | - - | - - |
| subdivision of topics.................. | X | XX | XX | XX | - - | - - | - - |
| details of topics...................... | X | XX | XX | XX | - - | - - | - - |
| related subjects lists................. | | X | XX | XX | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Compares information found in two different sets of encyclopedias so as to understand different points of view by reliable authorities | X | XX | XX | - - | - - | - - | - - |
| Skims to locate key word or words in locating needed information (Refer to section on Skimming.) | X | XX | XX | - - | - - | - - | - - |
| Knows the purpose and uses as sources of factual information different types of available encyclopedias in terms of particular needs as: | | | | | | | |
| the single volume (condensed edition) for brief accounts | X | XX | XX | - - | - - | - - | - - |
| the simplified edition | X | XX | XX | - - | - - | - - | - - |
| the complete edition | X | XX | XX | XX | - - | - - | - - |
| the specialized edition (arts and sciences) | | X | XX | XX | - - | - - | - - |
| Evaluates encyclopedia information in terms of the date of publication (up-to-dateness of material) | | X | XX | XX | - - | - - | - - |
| Knows the specific value and uses of other references as sources of information as: | | | | | | | |
| Book of Knowledge | XX | XX | - - | - - | - - | - - | - - |
| "Atlas," as a geographical reference for maps of all world areas | X | XX | XX | - - | - - | - - | - - |
| "Gazetteer," as a reference for pertinent geographic information (pronunciation, spelling, location) | | X | XX | XX | - - | - - | - - |
| Yearbooks | | X | XX | XX | - - | - - | - - |
| "Almanac," as a source of up-to-date, orderly information of world news events; factual information | | X | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Information Please Almanac............ |  | X | XX | XX | - - | - - | - - |
| Roget's Thesaurus of English Words and Phrases (reference to ideas).......... |  | X | XX | XX | XX | XX | XX |
| Reader's Guide to Periodical Literature as a reference to articles in current periodicals (author and subject index). |  |  | X | XX | XX | XX | XX |
| Who's Who.......................... |  | X | XX | XX | XX | XX | - - |
| Who's Who in America, to investigate an author's qualifications............ |  | X | XX | XX | XX | XX | - - |
| Biographies......................... |  | X | XX | XX | XX | - - | - - |
| Current Biography to note author's other publications..................... |  | X | XX | XX | XX | - - | - - |
| Statesman's Year Book, reference for up-to-date annual information pertinent to countries of the world.............. |  |  | X | XX | XX | - - | - - |
| Bartlett's Familiar Quotations......... |  | X | XX | XX | XX | - - | - - |
| Knows about periodicals and newspapers as sources of information for "current news": |  |  |  |  |  |  |  |
| daily and Sunday newspapers........... | X | XX | XX | XX | - - | - - | - - |
| news periodicals supplied by school (Our Times, Junior Review, Scholastic), | X | XX | XX | XX | - - | - - | - - |
| Newsweek........................... | X | XX | XX | XX | XX | - - | - - |
| Time............................... | X | XX | XX | XX | XX | - - | - - |
| Life............................... | X | XX | XX | XX | XX | - - | - - |
| U.S. News and World-Report............ | X | XX | XX | XX | XX | - - | - - |
| Acquires an understanding of the format of a newspaper and the purposes of various sections as:<br>index<br>news sections<br>editorial pages<br>illustrations<br>cartoons<br>other sections |  | X | XX | XX | XX | XX | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| (Refer to section on Critical Reading.) | | | | | | | |
| Knows and uses sources of current book reviews as: | | | | | | | |
| *Saturday Review of Literature*.......... | | | | X | XX | XX | XX |
| *New York Times Book Review*............. | | | | X | XX | XX | XX |
| *Time Magazine*......................... | | | | X | XX | XX | XX |
| Sunday and daily newspapers............ | | | | X | XX | XX | XX |
| Knows and uses a variety of sources in locating specific information as: | | | | | | | |
| telephone books for telephone numbers, addresses, etc........................ | XX | XX | - - | - - | - - | - - | - - |
| city directories to locate names, addresses, occupations................. | X | XX | - - | - - | - - | - - | - - |
| time tables (bus, train schedules)..... | X | XX | XX | - - | - - | - - | - - |
| road maps (to plan a trip)............. | X | XX | XX | - - | - - | - - | - - |
| graphs, charts......................... | X | XX | XX | - - | - - | - - | - - |
| (Refer to section on Interpretation of Maps, Tables, Graphs and Charts.) | | | | | | | |
| T.V. and radio programs................ | X | XX | XX | - - | - - | - - | - - |
| schedules of various sports (baseball, football).................... | X | XX | XX | - - | - - | - - | - - |
| menus.................................. | X | XX | XX | - - | - - | - - | - - |
| advertisements......................... | X | XX | XX | - - | - - | - - | - - |
| posters................................ | X | XX | XX | - - | - - | - - | - - |
| catalogues............................. | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| bibliographies (at end of a chapter or end of a book)...................... |  | X | XX | XX | XX | - - | - - |
| government publications.............. |  | X | XX | XX | XX | - - | - - |
| reports or findings of investigation techniques: |  |  |  |  |  |  |  |
| questionnaires.................... |  | X | XX | XX | - - | - - | - - |
| surveys........................... |  | X | XX | XX | - - | - - | - - |
| interviews........................ |  | X | XX | XX | - - | - - | - - |
| reports of experiments............... |  |  | X | XX | XX | - - | - - |
| Better Business Bureau reports........ |  |  | X | XX | XX | XX | - - |
| American Medical Association reports.. |  |  | X | XX | XX | XX | - - |
| nonprofit consumer organization reports |  |  | X | XX | XX | XX | - - |
| University Research services reports.. |  |  | X | XX | XX | XX | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Skimming | | | | | | | |
| Acquires skill in skimming | | | | | | | |
| Understands the purposes and limitations of skimming (spotting or sampling) | X | XX | XX | XX | - - | - - | - - |
| Understands how and when to skim | X | XX | XX | XX | - - | - - | - - |
| Makes intelligent decisions concerning when to skim | X | XX | XX | XX | XX | - - | - - |
| Chooses the kind of skimming needed - dependent upon the information sought | X | XX | XX | XX | XX | - - | - - |
| Develops the skimming skill needed to find answers to specific questions when: | | | | | | | |
| locating a particular date, name, amount of time, number of people, telephone number, title, heading, difficult words, an answer to a completion question | X | XX | XX | - - | - - | - - | - - |
| locating a statement to prove a point, correct a misstatement, or clarify a misconception | X | XX | XX | - - | - - | - - | - - |
| locating key words or phrases | X | XX | XX | - - | - - | - - | - - |
| Develops the skimming skill needed to get an overview or general impression of a reading selection by: | | | | | | | |
| looking over a section of a book or an article, to get the general scope or idea (locating some key words and phrases, headings, etc., and gaining some understanding from these) | | X | XX | XX | XX | - - | - - |
| trying to obtain some information as to the author's point of view (without identifying specific reasons) | | X | XX | XX | XX | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| trying to obtain some idea as to the general plan (organization) of an article or book as divisions, table of contents, chapter headings, first paragraph, summary, index, etc. | | X | XX | XX | XX | XX | - - |
| refreshing memory or reviewing material previously read | X | XX | XX | - - | - - | - - | - - |
| attempting to locate a statement that is known to be within a passage - or specific parts of a story | X | XX | XX | - - | - - | - - | - - |
| finding answers to specific questions (answers to who, when, where, what, how) | X | XX | XX | - - | - - | - - | - - |
| expressing the author's ideas, but not using his exact words | X | XX | XX | - - | - - | - - | - - |

READING

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Following Directions | | | | | | | |
| Develops skill in following written directions: | | | | | | | |
| Recognizes the need to read directions at a relatively slow, careful rate, after a preliminary reading so as to get the exact meaning of each step.................. | X | XX | XX | - - | - - | - - | - - |
| Recognizes the need of a second reading for a clearer understanding of each step and as an aid to recall.................. | X | XX | XX | - - | - - | - - | - - |
| Recognizes the need to understand each step before next step is read, in a short set of directions......................... | X | XX | XX | - - | - - | - - | - - |
| Recognizes the necessity of a careful rereading for a thorough understanding of each step.................................. | X | XX | XX | - - | - - | - - | - - |
| Recalls orally the steps in a set of directions before proceeding to carry them out................................... | XX | XX | XX | - - | - - | - - | - - |
| Recognizes the need for accuracy in following directions to avoid damage or accident.................................. | XX | XX | XX | - - | - - | - - | - - |
| Recognizes that a step-by-step sequence must be followed in order to carry out successfully a set of directions.......... | XX | XX | XX | - - | - - | - - | - - |
| Recognizes the need to reread (after carrying out directions) to see that all directions have been followed............. | XX | XX | XX | XX | - - | - - | - - |
| Understands the need to get an overview of the sequence of a long list of directions by a preliminary reading of the total list............................. | X | XX | XX | - - | - - | - - | - - |

## READING

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to appraise the directions for the manner in which they must be followed: | | | | | | | |
| whether it is necessary to read one step at a time and execute | X | XX | XX | - - | - - | - - | - - |
| whether it is necessary to read and remember each item and its sequence and execute | X | XX | XX | - - | - - | - - | - - |
| Acquires the ability to read and interpret symbols, abbreviations, punctuation marks, formulas, maps, charts, graphs, diagrams, tables, time lines and pictures as forms of expressions representing ideas or concepts, as aids to reading in depth (aids to study through interpretation) | | | | | | | |
| Understands that formulas, abbreviations and symbols are compact ways of representing ideas | X | XX | XX | XX | XX | - - | - - |
| Associates the printed word symbol with other symbols as: | | | | | | | |
| musical symbols | XX | - - | - - | - - | - - | - - | - - |
| signs of basic processes in mathematics | XX | XX | XX | - - | - - | - - | - - |
| specialized common abbreviations as | | | | | | | |
| yd. ft. min. hr. mo. yr. | XX | - - | - - | - - | - - | - - | - - |
| geometric figures | XX | XX | - - | - - | - - | - - | - - |
| square, circle, triangle | | | | | | | |
| arrow and hand as used to indicate direction | XX | | | | | | |
| traffic signs | XX | | | | | | |
| punctuation marks (colon, semicolon, brackets, parenthesis, dash, asterisk) | X | XX | - - | - - | - - | - - | - - |
| map, graph, chart, diagram, symbols or legends | X | XX | XX | - - | - - | - - | - - |

# READING

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes and interprets the common symbols used for: | | | | | | | |
| highways | XX | XX | - - | - - | - - | - - | - - |
| measurements | XX | XX | XX | - - | - - | - - | - - |
| money | XX | - - | - - | - - | - - | - - | - - |
| weather | X | XX | XX | - - | - - | - - | - - |
| temperatures | X | XX | XX | - - | - - | - - | - - |
| time | X | XX | - - | - - | - - | - - | - - |
| time tables | X | XX | XX | - - | - - | - - | - - |
| directions | X | XX | - - | - - | - - | - - | - - |
| Acquires an accurate command of technical symbols, abbreviations and formulas as used in: | | | | | | | |
| mathematics | | X | XX | XX | XX | XX | - - |
| sciences | | | X | XX | XX | XX | - - |
| social studies | | X | XX | XX | XX | - - | - - |
| Gains competence in using and interpreting maps as aids in developing geographic concepts and understandings so as to better understand world events | | | | | | | |
| Learns concepts of earth, sphere, hemisphere, the poles, equator | X | XX | XX | - - | - - | - - | - - |
| distance | X | XX | XX | - - | - - | - - | - - |
| size and shape of continents | X | XX | XX | - - | - - | - - | - - |
| Acquires a sense of location (relating place where one lives to surrounding areas and other parts of the world): | X | XX | XX | - - | - - | - - | - - |
| major regions of a country | X | XX | XX | XX | - - | - - | - - |
| position with reference to equator and lines of latitude and longitude | X | XX | XX | XX | XX | - - | - - |
| directions, in-between directions (on both map, globes) | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to identify on map or globe natural features as: | | | | | | | |
| land forms as continents, countries, capes, islands, peninsulas, isthmuses. | X | XX | XX | XX | - - | - - | - - |
| water forms as oceans, seas, rivers, lakes, gulfs, bays, river systems, deltas........................... | | X | XX | XX | - - | - - | - - |
| surface features as mountains, valleys, plains, plateaus, deserts, lowlands, coast line......................... | X | XX | XX | - - | - - | - - | - - |
| cultural (man-made) features as cities, states, towns, railroads, highways, air routes, boundaries............... | X | X | XX | XX | XX | - - | - - |
| Learns to understand geographical relationships from map and globe interpretations.............................. | X | XX | XX | XX | - - | - - | - - |
| interprets key letters, numbers, symbols, colors, scale, grid lines | | | | | | | |
| Recognizes the importance of proper interpretation of legends and keys that accompany maps and understands that maps have different legends (symbols, colors, scale, network of lines) | X | XX | XX | XX | - - | - - | - - |
| relates legend to material in text.... | X | XX | XX | - - | - - | - - | - - |
| Uses scale of map to interpret distance (understands that different maps use different scales)...................... | X | XX | XX | XX | - - | - - | - - |
| uses scale to make intelligent comparisons........................ | X | XX | XX | XX | - - | - - | - - |
| understands equator, latitude, longitude, prime meridian as measurement lines that aid in interpreting distance by changing degrees of latitude into miles and degrees of longitude into time.............................. | X | XX | XX | - - | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Understands the meaning and purpose of various grid lines as aids in visualizing locations on the globe: | X | XX | XX | - - | - - | - - | - - |
| Equator | | | | | | | |
| North and South Poles | | | | | | | |
| Artic and Antartic Circles | | | | | | | |
| Tropic Lines | | | | | | | |
| parallels | | | | | | | |
| meridians | | | | | | | |
| Great Circle Routes | | | | | | | |
| Compares areas on maps with those on globes | X | XX | XX | XX | - - | - - | - - |
| Draws inferences from map and globe interpretations | X | XX | XX | XX | - - | - - | - - |
| Gains knowledge about the various kinds of maps and their uses (political, physical surface, rainfall, population, products, air routes, ship routes, highway maps, polar maps, etc.) | X | XX | XX | XX | - - | - - | - - |
| Learns to interpret picture maps | X | XX | XX | - - | - - | - - | - - |
| Gains in ability to choose the right map for the type of information one is seeking | | X | XX | XX | - - | - - | - - |
| Reading of Tables and Graphs | | | | | | | |
| Understands the purpose of tables and graphs: | | | | | | | |
| reads and interprets various types of tables as a form of quantitative comparison | X | XX | XX | - - | - - | - - | - - |
| understands graphs as devices to aid in clarifying concepts of abstract ideas, and aids in making abstract ideas more concrete | X | XX | XX | XX | - - | - - | - - |
| or as a means of comparing numbers | X | XX | XX | XX | - - | - - | - - |

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| understands the need to interpret title, keys, scales, headings and subheadings that accompany graphs (reads "across the page" or "up and down") | X | XX | XX | XX | - - | - - | - - |
| reads and interprets: | | | | | | | |
| box graphs | XX | XX | - - | - - | - - | - - | - - |
| bar graphs (pictorial and geometric) | X | XX | XX | XX | XX | - - | - - |
| line graphs | X | XX | XX | XX | - - | - - | - - |
| circle or pie graphs | | X | XX | XX | XX | - - | - - |
| Learns to evaluate information given in the graph for: | | | | | | | |
| up-to-date information | | X | XX | XX | XX | - - | - - |
| comparable figures | | X | XX | XX | XX | - - | - - |
| Reading of Diagrams | | | | | | | |
| Interprets simple diagrams as aids to understanding a verbal description | X | XX | XX | - - | - - | - - | - - |
| Interprets schematic diagrams as used in science | | | X | XX | XX | XX | - - |
| Reading of Time Lines | | | | | | | |
| Understands a time line as a graphic presentation of a great many facts in a concise form | X | XX | XX | - - | - - | - - | - - |
| Reading of Pictures | | | | | | | |
| Learns to judge accurately what a picture represents (pictures are additions to printed information and aids in clarifying concepts) | X | XX | XX | XX | XX | - - | - - |

READING

| STUDY-RESEARCH SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Observes in a picture: | | | | | | | |
| natural items........................ | X | X | XX | XX | XX | - - | - - |
| cultural items....................... | X | X | XX | XX | XX | - - | - - |
| landscape with name of region.......... | X | X | XX | XX | XX | - - | - - |
| Learns to see relationship between natural and cultural items...................... | X | X | XX | XX | XX | - - | - - |
| Judges what is represented in a picture by finding clues by: | | | | | | | |
| attempting to anticipate what occurred prior to incident pictured............ | X | XX | XX | - - | - - | - - | - - |
| inferring time of day, season, year or climate............................... | X | XX | XX | - - | - - | - - | - - |
| describing mood or thoughts of people shown in the picture.................. | XX | XX | XX | - - | - - | - - | - - |
| using cause to effect reasoning as a result of interpretation.............. | X | XX | XX | XX | - - | - - | - - |
| making predictions as a result of picture interpretation................. | X | XX | XX | - - | - - | - - | - - |
| listing ways the picture has increased one's understanding or knowledge....... | X | XX | - - | - - | - - | - - | - - |
| Reading of Cartoons | | | | | | | |
| Learns to recognize and interpret the main idea in a cartoon and any bias prejudice and exaggeration......................... | X | XX | XX | - - | - - | - - | - - |
| Time and Location for Study | | | | | | | |
| Recognizes the need: | | | | | | | |
| to schedule and budget study time properly so as to make effective use of time............................... | X | XX | XX | XX | XX | XX | XX |
| to work in a proper physical setting or environment that makes for efficient study.............................. | X | XX | XX | XX | XX | XX | XX |

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Develops the ability to organize, integrate, and assimilate information or ideas gained from a single source or a variety of sources for such purposes as: | | | | | | | |
| remembering | | | | | | | |
| understanding the main point of what is read | | | | | | | |
| integrating ideas gained from reading with those already held, so as to modify previous ideas; relating to one's own experiences; or for the understanding of new relationships | | | | | | | |
| solving of problems | | | | | | | |
| making an oral or written report | | | | | | | |
| comprehending a reading selection while in the process of reading | | | | | | | |
| Surveys or previews material to be read, using SQ3R Method of survey, so as to get a general overview of content, sequence, and structure noting: | | | | | | | |
| title, table of contents, introductory chapter outline, chapter headings, introductory headings (indicating major points to be developed), beginning sentence of each paragraph, first and last paragraphs of the selection, summary of the selection, questions at end of chapters which indicate areas the author thinks important, pictures, graphs, and charts and their captions which give hint as to content................................ | | X | XX | XX | XX | XX | - - |
| Recognizes, interprets, and uses organizational devices which may indicate areas of importance as: | | | | | | | |
| the use of different styles of type....... | | X | XX | XX | XX | XX | - - |

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| various headings (divisions, margin, paragraph) | | X | XX | XX | XX | XX | - - |
| Understands and uses the SQ3R Method when necessary | | X | XX | XX | XX | XX | - - |
| Acquires skill in outlining by understanding the organization of what is read | | X | XX | XX | XX | XX | - - |
| Understands the purposes of outlining as placing ideas or events in order of importance or in relationship to each other as aids: | | | | | | | |
| to understand content | X | XX | XX | XX | - - | - - | - - |
| to locate main ideas and supporting details | X | XX | XX | XX | - - | - - | - - |
| to serve as a guide for further detailed study | X | XX | XX | XX | - - | - - | - - |
| to act as a foundation for written or oral reports | X | XX | XX | XX | - - | - - | - - |
| to clarify and understand the author's thinking, organization or logical development (as by outlining a chapter of a text) | | | X | XX | XX | XX | - - |
| to organize facts and ideas from various reference sources and personal experiences in proper relationship to solve a problem, or to present a new interpretation | | | X | XX | XX | XX | - - |
| to analyze main points of an issue as a basis for further research | | | X | XX | XX | XX | - - |
| Organizes ideas according to: | | | | | | | |
| time | X | XX | XX | - - | - - | - - | - - |
| sequence | X | XX | XX | - - | - - | - - | - - |
| order of importance | X | XX | XX | - - | - - | - - | - - |
| place or space | X | XX | XX | - - | - - | - - | - - |
| cause-effect relationship | X | XX | XX | - - | - - | - - | - - |
| logical relationship (main and subordinate ideas) | X | XX | XX | - - | - - | - - | - - |

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Develops an outline for a paragraph by identifying the topic sentence or important concepts: | X | XX | XX | - - | - - | - - | - - |
| condenses topic sentence into a brief, concise expression (incomplete statement) | X | XX | XX | - - | - - | - - | - - |
| lists brief details (phrases) that prove or support the main idea | X | XX | XX | - - | - - | - - | - - |
| Develops an outline for selections of more than one paragraph: | X | XX | XX | XX | - - | - - | - - |
| identifies main idea of selection | X | XX | XX | XX | - - | - - | - - |
| identifies topic sentence of each paragraph as subheadings under main idea | X | XX | XX | XX | - - | - - | - - |
| arranges topic sentences into a whole pattern of thought | X | XX | XX | XX | - - | - - | - - |
| Recognizes and interprets the topic sentences of a series of paragraphs in a selection as subheadings or supporting details of an outline of the entire selection |  | X | XX | XX | XX | - - | - - |
| Acquires understanding of the plan of a formal outline | X | XX | XX | XX | - - | - - | - - |
| Understands the system of progressive indentation of the standard outline form and the sequence of Roman numeral, capital letter, Arabic numeral, small letter | X | XX | XX | - - | - - | - - | - - |
| Understands the different types of outlines: |  |  |  |  |  |  |  |
| sentence outline (complete statement) | X | XX | XX | - - | - - | - - | - - |
| topic outline (sentence, single words or phrases) | X | XX | XX | - - | - - | - - | - - |
| new decimal form - (compare with Dewey Decimal System in libraries) |  |  | X | XX | XX | - - | - - |
| Understands the terms and relationships of main headings (subheadings) as used in outline form (subheading) |  |  | X | XX | XX | - - | - - |

READING

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Acquires the ability: | | | | | | | |
| to complete subheadings of an incomplete outline from a reading assignment......... | X | XX | - - | - - | - - | - - | - - |
| to place subheadings under corresponding main headings, of an uncompleted outline.. | X | XX | - - | - - | - - | - - | - - |
| to complete a blank structure outline after reading a short selection (about two pages) | | X | XX | - - | - - | - - | - - |
| to make a simple one-step outline by selecting main idea and details that support or prove the main idea.................. | X | XX | XX | - - | - - | - - | - - |
| to locate lines or paragraphs in reading context which corresponds with items in an outline................................ | X | XX | - - | - - | - - | - - | - - |
| to make an arrangement of ideas obtained from a reading assignment to show which are the main ideas and which are the supporting details.......................... | X | XX | XX | - - | - - | - - | - - |
| Recognizes and uses the following as aids in outlining: | | | | | | | |
| follows the order of events........... | X | XX | XX | - - | - - | - - | - - |
| identifies main ideas................. | X | XX | XX | - - | - - | - - | - - |
| identifies related ideas.............. | X | XX | XX | - - | - - | - - | - - |
| chooses the main idea in a paragraph... | X | XX | XX | - - | - - | - - | - - |
| recognizes details that support the main idea.............................. | X | XX | XX | - - | - - | - - | - - |
| distinguishes between relevant and irrelevant facts....................... | X | XX | XX | - - | - - | - - | - - |
| recognizes relationships.............. | X | XX | XX | - - | - - | - - | - - |
| identifies sequence................... | X | XX | XX | - - | - - | - - | - - |
| Understands the length of an outline depends upon the purpose for which it is to be used................................ | | X | XX | XX | XX | - - | - - |

# READING

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Acquires ability to make a more complicated outline; reorganizes ideas on a more complicated problem |  |  | X | XX | XX | - - | - - |
| Organizes information obtained from various source materials, using notes compiled from reading and from personal experiences for the purpose of solving a problem or to present a new interpretation and structures outline on: |  |  |  |  |  |  |  |
| divisions of problem under major topics |  |  | X | XX | XX | - - | - - |
| chronological order |  |  | X | XX | XX | - - | - - |
| analysis of each area of the problem |  |  | X | XX | XX | - - | - - |
| classification of information |  |  | X | XX | XX | XX | - - |
| Acquires the ability to use an outline for review, reading and interpreting it with understanding (making use of details listed as aids to recall in supporting and clarifying main ideas) |  | X | XX | XX | XX | XX |  |
| Acquires skill in summarizing so as to organize and use the meaning of what is read or heard to review important points, significant information or details: |  |  |  |  |  |  |  |
| Summarizes ideas obtained from reading in his own words | XX | XX | XX | - - | - - | - - | - - |
| Identifies the topic sentence (key idea) in a paragraph | XX | XX | - - | - - | - - | - - | - - |
| Recognizes key words in a long sentence, and condenses these key words into his own language | XX | XX | - - | - - | - - | - - | - - |
| Makes a concise summary by bringing together all the main ideas (or boiling down the essential ideas) from a series of related paragraphs | X | XX | XX | - - | - - | - - | - - |
| Chooses a sentence from a group of sentences which best summarizes a paragraph or an article | X | XX | XX | - - | - - | - - | - - |

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes, interprets and uses clue words found in paragraphs as aids to summarizing that indicate: | | | | | | | |
| classifications or lists of ideas or items.................................. | | X | XX | XX | XX | - - | - - |
| explanations or reasons............... | | X | XX | XX | XX | - - | - - |
| time sequences (arrangement of ideas or events in order of happening)....... | | X | XX | XX | XX | - - | - - |
| comparisons of ideas.................. (as illustrations of two contrasting ideas) | | X | XX | XX | XX | - - | - - |
| Learns to make a concise summary of the main ideas given in a long outline in from one to three sentences expressed in his own words............................ | | | X | XX | XX | - - | - - |
| Develops the ability to grasp the organization of content as one reads, and composes a summary without the aid of an outline.................................. | | | X | XX | XX | XX | - - |
| Learns to write a précis (a short paragraph type summary in his own words) of certain types of narrative material such as a magazine article.......................... | | | | X | XX | XX | XX |
| Learns to "cut" a book or long article in order to give an oral review............. | | | | X | XX | XX | XX |
| Understands the steps in cutting.......... | | | | X | XX | XX | XX |
| Note-taking | | | | | | | |
| Develops the ability to take and use notes as aids: | | | | | | | |
| in remembering what someone said, jotting down the main idea.............. | X | XX | XX | XX | XX | - - | - - |
| in organizing material for a written or oral report by finding pertinent information, jotting down key words or ideas..... | | X | XX | XX | XX | - - | - - |

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| in preparing a book report, jotting down needed information |  | X | XX | XX | XX | - - | - - |
| in using material from various sources for solving a problem or for keeping a record for future reference and use |  | X | XX | XX | XX | - - | - - |
| Reduces needed pertinent data to brief and concise written form, using his own language: |  |  |  |  |  |  |  |
| very short sentences or questions |  | X | XX | XX | XX | - - | - - |
| phrases |  | X | XX | XX | XX | - - | - - |
| key words, ideas, supporting details |  | X | XX | XX | XX | - - | - - |
| or uses diagrams or pictures |  | X | XX | XX | XX | - - | - - |
| Takes legible, accurate notes so he can read and understand them later |  | X | XX | XX | XX | - - | - - |
| Understands the use of direct quotations in note-taking (using the exact words of author indicated by quotation marks, indicating omissions by asterisks, and giving the author credit for quoted material) |  |  |  |  | X | XX | XX |
| Understands the completeness or incompleteness of notes depends on the purpose for taking notes |  |  | X | XX | XX | XX | XX |
| Learns to take mental notes when necessary by listening and concentrating on what is said | X | XX | XX | XX | XX | - - | - - |
| Learns to take written notes to be kept in permanent form: |  |  |  |  |  |  |  |
| records and combines information from various sources on subject cards, arranging cards according to topic and subject |  |  | X | XX | XX | XX | XX |
| keeps notes on each book read on a separate card |  |  | X | XX | XX | XX | - - |

# READING

| ORGANIZATIONAL SKILLS | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns the common abbreviations used in note-taking as:<br>e.g. - for example<br>ref. - reference<br>pp. - pages<br>etc. - and so forth<br>vs. - against<br>op. cit. - in the book; referred to previously<br>et. al. - and others<br>i.e. - that is<br>ibid - the same; reference mentioned in the previously mentioned footnote.......... | | | | | X | XX | XX |
| Records and credits the original sources of information.............................. | | | | | X | XX | XX |
| Uses notes for reports with documentation. | | | | | X | XX | XX |
| Learns the correct technique for making a bibliography.............................. | | | | | X | XX | XX |
| Develops the ability to integrate and assimilate ideas or information gained from reading | | | | | | | |
| Integrates and relates ideas read with his own past experiences or to his own life... | X | XX | XX | XX | - - | - - | - - |
| Revises opinions and attitudes; modifies behavior and thinking as a result of reading.................................. | X | XX | XX | - - | - - | - - | - - |
| Relates and applies ideas gained from reading to his life and to his thinking appropriate to his age and maturity....... | X | XX | XX | XX | XX | XX | - - |
| Applies and uses ideas gained from reading to answer questions or to solve problems in other areas as science, social studies, literature.................................. | X | XX | XX | - - | - - | - - | - - |

| ORGANIZATIONAL SKILLS | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Applies or uses ideas acquired through reading in other areas as: | | | | | | | |
| creative writing........................ | X | X | XX | XX | XX | - - | - - |
| dramatizations.......................... | X | X | XX | XX | XX | - - | - - |
| stories................................. | X | X | XX | XX | XX | - - | - - |
| poems................................... | X | X | XX | XX | XX | - - | - - |
| group activities, projects and class discussions.......................... | X | X | XX | XX | XX | - - | - - |
| Uses ideas gained from reading in: | | | | | | | |
| time lines.............................. | X | X | XX | XX | XX | XX | - - |
| pictorial or graphic illustrations..... | X | X | XX | XX | XX | XX | - - |
| pictorial representation of data....... | | | X | XX | XX | XX | - - |
| Uses ideas gained from reading to understand the development of events outside his environment.......................... | X | XX | XX | XX | XX | XX | XX |

# READING

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Interpretive - Appreciation Skills | | | | | | | |
| Develops the ability to read literature with a depth of comprehension--to react creatively to ideas so as to acquire a high level of interpretation | | | | | | | |
| Visualizes (using visual imagery, by creating visual images and retaining these images in memory) time, place, setting, action, characters and incidents.......... | X | XX | XX | XX | - - | - - | - - |
| visualizes a scene in a play or a look on a character's face.................. | | X | XX | XX | XX | - - | - - |
| recreates scenes..................... | X | XX | XX | - - | - - | - - | - - |
| Shifts or modifies images or imagery, linking each idea or event to the next.... | X | XX | XX | XX | - - | - - | - - |
| Reacts to what is read by interpreting the feelings, moods, motives and behavior of characters............................ | X | XX | XX | XX | - - | - - | - - |
| Identifies and evaluates character roles, traits and development:................... | X | XX | XX | - - | - - | - - | - - |
| senses whether characters are idealized or natural (make believe or real)...... | XX | - - | - - | - - | - - | - - | - - |
| identifies with characters within and outside his realm of experience........ | X | XX | XX | - - | - - | - - | - - |
| compares the feelings portrayed with one's own experiences.................. | X | XX | XX | XX | - - | - - | - - |
| understands contrasts to note how character is portrayed................ | X | XX | XX | XX | - - | - - | - - |
| compares and contrasts characters, ideas, situations, stories............. | X | XX | XX | XX | - - | - - | - - |
| relates reading characters and their situations he reads about to his own life, experiences and problems......... | X | XX | XX | XX | XX | - - | - - |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| recognizes the genuineness of characters and ideas | X | XX | XX | XX | - - | - - | - - |
| matches ideas which go together | XX | XX | - - | - - | - - | - - | - - |
| Responds with appropriate emotion to changing events, to any shifting moods in the selection | X | XX | XX | XX | - - | - - | - - |
| Participates vicariously in events or scenes about which he is reading | X | XX | XX | XX | - - | - - | - - |
| Recognizes the need to interpret and to react to ideas in relation to the author's purpose or viewpoint - (fiction - nonfiction):<br>to amuse or entertain<br>to teach a lesson<br>to explain or inform<br>to show significant relations between imaginary people<br>to describe a human problem and its solution<br>to influence by propaganda | X | XX | XX | XX | XX | XX | - - |
| Interprets emotional feeling, mood or tone expressed by the writer in a passage, story or poem: | X | XX | XX | XX | XX | - - | - - |
| responds with appropriate emotion to tone, mood and atmosphere | X | XX | XX | XX | XX | - - | - - |
| senses and responds to humor | X | XX | XX | XX | XX | XX | XX |
| recognizes and understands shifts in tone, mood, and intent |  | X | XX | XX | XX | - - | - - |
| aware of tone, mood, intonation as in poetry | X | XX | XX | XX | XX | - - | - - |
| Translates the author's viewpoint into particular situations |  |  |  | X | XX | XX | XX |

## READING

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes the main idea, central theme, story problem and plot structure | X | XX | XX | XX | - - | - - | - - |
| interprets events in sequence | X | XX | XX | - - | - - | - - | - - |
| identifies and interprets introductory paragraphs to note where action begins | X | XX | XX | - - | - - | - - | - - |
| interprets introductory or explanatory material and action that further plot development |  | X | XX | XX | - - | - - | - - |
| follows the author's organization or pattern | X | XX | XX | XX | - - | - - | - - |
| analyzes and evaluates characterization | X | XX | XX | XX | - - | - - | - - |
| relates isolated incidents or events to the central idea or theme of story | X | XX | XX | XX | XX | - - | - - |
| identifies conflict and type of conflict within a story (human, animal, ideas, emotions) | X | XX | XX | XX | XX | XX | - - |
| identifies and interprets various devices used by author to arouse and hold interest | X | XX | XX | XX | XX | XX | - - |
| anticipates outcomes | X | XX | XX | XX | XX | - - | - - |
| judges, generalizes and draws logical conclusions | X | XX | XX | XX | XX | XX | - - |
| sees relationship between author's purpose and conclusion of story | X | XX | XX | XX | XX | - - | - - |
| Recognizes the social significance of a theme |  | X | XX | XX | XX | - - | - - |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Understands the author's purpose in choosing a particular type of medium: | | | X | XX | XX | XX | XX |
| novel biography<br>short story poem<br>essay drama | | | | | | | |
| Determines the author's purpose from the manner in which he uses the materials | | | | | X | XX | XX |
| Traces the same theme (idea) in more than one medium as in a poem, story, drama, picture, song | | | X | XX | XX | XX | XX |
| Distinguishes between literal and figurative expressions | X | XX | XX | XX | XX | - - | - - |
| Recognizes and interprets elements of style (stylistic devices used by the author —— the use of language to create effect): | | | | | | | |
| picturesque language (imagery, picture words) | X | XX | XX | XX | - - | - - | - - |
| humor | X | XX | XX | XX | - - | - - | - - |
| dialect (local expressions) | X | XX | XX | XX | - - | - - | - - |
| colloquial expressions (used in informal conversation) | X | XX | XX | XX | - - | - - | - - |
| repetition | X | XX | XX | - - | - - | - - | - - |
| rhyme, rhythm | X | XX | XX | - - | - - | - - | - - |
| alliteration (repetition of the same sound, or repetition of the first letter of words, as used in poetry) | X | XX | - - | - - | - - | - - | - - |
| personification | X | XX | - - | - - | - - | - - | - - |
| refrain | X | XX | - - | - - | - - | - - | - - |
| person (first or third) | X | XX | - - | - - | - - | - - | - - |
| onomatopoeia | XX | XX | XX | XX | - - | - - | - - |
| understatements (litotes) | X | XX | XX | XX | - - | - - | - - |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| similes | X | XX | XX | XX | - - | - - | - - |
| connotation of words | X | XX | XX | XX | - - | - - | - - |
| commonly used idioms | X | XX | XX | XX | - - | - - | - - |
| idiomatic expressions |  | X | XX | XX | - - | - - | - - |
| ellipses |  | X | XX | XX | - - | - - | - - |
| commonly used metaphorical expressions | X | XX | XX | XX | - - | - - | - - |
| metaphors |  | X | XX | XX | - - | - - | - - |
| emotive language |  | X | XX | XX | XX | - - | - - |
| exaggerations (hyperbole) |  | X | XX | XX | XX | - - | - - |
| innuendo |  | X | XX | XX | XX | - - | - - |
| metonymy |  |  | X | XX | XX | - - | - - |
| irony, satire |  |  |  | X | XX | XX | XX |
| symbolism |  |  |  | X | XX | XX | XX |
| allusions<br>(Refer to Glossary of Reading Terms.) |  |  |  | X | XX | XX | XX |
| Recognizes a poem by meter, rhyme or written form | X | XX | XX | - - | - - | - - | - - |
| Recognizes blank verse as poetry (knows that poetry does not have to rhyme) | XX | XX | - - | - - | - - | - - | - - |
| Recognizes intonation as in poetry | X | XX | XX | - - | - - | - - | - - |
| Senses implied meanings in narrative poetry |  | X | XX | XX | - - | - - | - - |
| Responds with imagination and emotion to the language of poetry |  | X | XX | XX | XX | XX | XX |
| Responds to the emotion of a lyric poem the poet intended to invoke |  |  |  |  | X | XX | XX |
| Understands and appreciates euphony and beauty of words | X | XX | XX | XX | XX | XX | XX |

| CREATIVE READING | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes the rhetorical structure (structural relationship) of a poem, alternation of moods, balance of stanza against stanza, the purpose and design of metrical devices.................... | | | | | X | XX | XX |
| Perceives relationships between main ideas of a selection and between subordinate ideas and main ideas: .......... | X | XX | XX | XX | - - | - - | - - |
| perceives relationships between main ideas and events and their relationship to the significant theme of a selection (in terms of organization).. | | X | XX | XX | XX | - - | - - |
| recognizes that no detail is irrelevant or wasted in a good artistic creation........................... | | | | | X | XX | XX |
| relates isolated incidents to the theme or central idea of a selection.. | | X | XX | XX | XX | XX | - - |
| recognizes how generalized statements are amplified by details............. | X | XX | XX | XX | XX | XX | - - |
| recognizes and responds to details by which the writer creates mood or tone | | X | XX | XX | XX | XX | - - |
| Interprets meaning from the connotation or denotation of words: ................ | X | XX | XX | XX | - - | - - | - - |
| interprets the appropriate shade of meaning of a given word clue.......... | X | XX | XX | XX | - - | - - | - - |
| infers the meaning of unknown words from context clues (Refer to section on "Context Clues".)................ | X | XX | XX | XX | - - | - - | - - |
| Distinguishes between realistic and fanciful literature...................... | X | XX | XX | XX | XX | - - | - - |
| Acquires the ability to recognize and analyze the plot, characterization, style and theme........................... | | X | XX | XX | XX | XX | XX |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Becomes an interpretive reader rather than a literal reader by going beyond the literal meaning of words: | | | | | | | |
| perceives meaning hidden to the literal reader.......................... | | X | XX | XX | XX | XX | XX |
| derives inferences (infers meaning hidden by indirect language).......... | | X | XX | XX | XX | XX | XX |
| derives implications from subtle clues................................ | | X | XX | XX | XX | XX | XX |
| understands the purpose of exaggeration, innuendo or understatement...... | | | X | XX | XX | XX | XX |
| understands the meaning and effect of satire and irony.................. | | | X | XX | XX | XX | XX |
| Recognizes clues to: | | | | | | | |
| story setting - time, place........... | X | XX | XX | - - | - - | - - | - - |
| action................................ | X | XX | - - | - - | - - | - - | - - |
| characters............................ | X | XX | XX | - - | - - | - - | - - |
| feeling and moods..................... | X | XX | XX | - - | - - | - - | - - |
| motives, drives, intentions........... | X | XX | XX | - - | - - | - - | - - |
| solution of problem................... | X | XX | XX | XX | - - | - - | - - |
| story problem or theme................ | | X | XX | XX | XX | - - | - - |
| humor................................. | XX | XX | - - | - - | - - | - - | - - |
| quality............................... | | | X | XX | XX | - - | - - |
| anticipate or predict outcome and list kinds of clues which support the prediction.......................... | X | XX | XX | - - | - - | - - | - - |
| Recognizes the need to interpret an entire sentence, paragraph or passage (in terms of the total context) in terms of the author's inferred meaning to determine the full and precise meaning of: | | | | | | | |
| humor................................. | X | XX | XX | - - | - - | - - | - - |
| picturesque language.................. | X | XX | XX | - - | - - | - - | - - |
| figurative language................... | X | XX | XX | XX | - - | - - | - - |
| common figures of speech.............. | X | XX | XX | XX | | | |
| simile................................ | X | XX | XX | XX | - - | - - | - - |
| personification....................... | X | XX | XX | - - | - - | - - | - - |
| hyperbole (exaggeration).............. | X | XX | XX | - - | - - | - - | - - |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| metonymy | X | XX | XX | XX | - - | - - | - - |
| metaphor (metaphorical expression) | X | X | XX | XX | XX | - - | - - |
| synecdoche | X | X | XX | XX | XX | - - | - - |
| colloquialism |  | X | XX | XX | - - | - - | - - |
| irony and satire |  |  | X | XX | XX | XX | - - |
| understatement (litotes) |  | X | XX | XX | XX | - - | - - |
| innuendo |  |  | X | XX | XX | XX | - - |
| abstract word |  |  | X | XX | XX | XX | - - |
| allusion |  |  |  | X | XX | XX | - - |
| Turns common figures of speech into direct statements | X | XX | XX | - - | - - | - - | - - |
| Paraphrases metaphors or restates author's thought into clear, direct statements |  |  | X | XX | XX | - - | - - |
| Recognizes and interprets to enhance meaning: |  |  |  |  |  |  |  |
| symbols in their setting |  |  |  | X | XX | XX | - - |
| symbols in association with an idea or object |  |  |  | X | XX | XX | XX |
| symbolism in poetry |  |  |  | X | XX | XX | XX |
| symbolism in a literary selection |  |  |  | X | XX | XX | XX |
| Senses implied meanings and interprets ideas not directly stated from various clues: | X | XX | XX | XX | XX | - - | - - |
| figures out unknown facts on basis of those already known | X | XX | XX | XX | XX | - - | - - |
| makes inferences beyond facts stated | X | XX | XX | XX | XX | - - | - - |
| makes a conclusion from a passage or a selection | X | XX | XX | XX | XX | - - | - - |
| uses implied meanings to predict the outcome of a passage or a selection |  |  | X | XX | XX | XX | - - |

# READING

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| interprets to form opinions not definitely called for by the selection............................ | X | XX | XX | XX | - - | - - | - - |
| generalizes from implied ideas........ | X | XX | XX | - - | - - | - - | - - |
| Recognizes the need to discover and combine scattered clues by which actions, events, relationships, quality of characters and development of plot may be inferred................................ | X | XX | XX | XX | - - | - - | - - |
| Gains depth in understanding through interpreting numerous inferences and implications............................ | X | XX | XX | XX | XX | - - | - - |
| Forms and reacts to sensory images so as to participate in the events or scenes about which he is reading through the various senses: | | | | | | | |
| visual, aural (auditory), kinesthetic, (tactile), olfactory (smell).......... | XX | - - | - - | - - | - - | - - | - - |
| Perceives relationships: | | | | | | | |
| association through experience and use.................................... | XX | - - | - - | - - | - - | - - | - - |
| class (categories)..................... | X | XX | XX | - - | - - | - - | - - |
| sequence of happenings................. | X | XX | - - | - - | - - | - - | - - |
| sequence of importance................. | X | XX | - - | - - | | - - | - - |
| general-specific....................... | X | XX | XX | - - | | - - | - - |
| part - whole........................... | X | XX | XX | - - | | - - | - - |
| place or space......................... | X | XX | XX | - - | | - - | - - |
| size or quantity....................... | X | XX | XX | - - | | - - | - - |
| cause - effect (generalizing).......... | X | XX | XX | - - | | - - | - - |
| time................................... | X | XX | XX | - - | | - - | - - |
| analogous.............................. | X | XX | XX | XX | | - - | - - |
| characters within one or more selections............................ | X | XX | XX | - - | | - - | - - |
| themes of different stories........... | X | XX | XX | - - | | - - | - - |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Increases ability to recall ideas by: | | | | | | | |
| observing........................... | X | XX | XX | - - | - - | - - | - - |
| associating......................... | X | XX | XX | - - | - - | - - | - - |
| using sensory imagery (recalling ideas that are associated with sight, sound, smell and touch)................... | X | XX | XX | - - | - - | - - | - - |
| identifying and interpreting relationships............................. | X | XX | XX | - - | - - | - - | - - |
| relating significant ideas (main and subordinate)........................ | X | XX | XX | - - | - - | - - | - - |
| relating information from various sources............................. | X | XX | XX | XX | - - | - - | - - |
| summarizing and organizing ideas in a logical manner...................... | X | XX | XX | XX | - - | - - | - - |
| changing imagery (linking one scene or action with the next)............ | X | X | XX | XX | - - | - - | - - |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Evaluational Skills [10] | | | | | | | |
| Acquires the ability to evaluate literature by acquiring the following skills: | | | | | | | |
| Evaluates the quality, sincerity, and validity of the writing and compares it with other similar material.............. | | X | XX | XX | - - | - - | - - |
| Judges why a given selection is significant enough to a given student to merit the time he spends on it................ | | X | XX | XX | - - | - - | - - |
| Judges whether or not conversation among characters "rings true"................. | | X | XX | XX | - - | - - | - - |
| Recognizes the genuineness of characters and ideas................................ | X | XX | XX | XX | - - | - - | - - |
| Accounts for the factors that induce one to start reading and to finish a given selection................................ | | X | XX | XX | - - | - - | - - |
| Applies and integrates ideas gained from reading to his experiences, to his personal problems and situations, and to his thinking............................. | | X | XX | XX | - - | - - | - - |
| Considers and evaluates new knowledge gained from reading in the light of one's previous knowledge and beliefs........... | | X | XX | XX | - - | - - | - - |
| Learns to judge the importance of a selection as artistic literature........... | | | X | XX | - - | - - | - - |
| Evaluates the literary merits of a selection-theme, plot, characters and language techniques................................ | | | X | XX | XX | XX | - - |
| Recognizes and senses the significance of titles................................ | | | | | X | XX | XX |
| Senses skill in plot construction........ | | | X | XX | - - | - - | - - |
| Follows logical thought development..... | | | X | XX | XX | XX | XX |

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[10] Adapted in part from Chart II Literature, Framework for Secondary School English, San Francisco Unified School District, 1954.

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Senses the degree to which an author injects his own personality and beliefs into his work | | | X | XX | - - | - - | - - |
| Appraises a book for elements of style, organization, and logic | | | | X | XX | XX | - - |
| Compares and evaluates various authors' interpretations of similar themes in various types of writing | | | | X | XX | XX | XX |
| Understands the need to evaluate the quality of reading materials, television shows or movies [11] | | X | XX | XX | XX | XX | - - |
| Evaluates the opinion or ideas expressed by an author by identifying author's motives and purposes | | | X | XX | XX | XX | - - |
| Evaluates and distinguishes between the relevant and irrelevant | X | XX | XX | - - | - - | - - | - - |
| Evaluates the facts (story plot, characters) and reacts to total situation | X | XX | XX | - - | - - | - - | - - |
| Judges, organizes and makes valid conclusions or generalizes from evidence gained through reading | X | XX | XX | XX | - - | - - | - - |
| Predicts the outcome of a selection on the basis of facts given at the beginning | | X | XX | XX | XX | - - | - - |
| Summarizes the main idea in a plot situation, in an author's thought or in a characterization | X | XX | XX | XX | - - | - - | - - |
| Compares two novels of similar theme and decides which expresses the idea better | | | | | X | XX | XX |
| Acquires knowledge of the distinctive qualities of different literary forms, styles and structures | | | X | XX | XX | XX | XX |
| Learns to distinguish between fiction and non-fiction on basis of author's purpose | X | XX | XX | XX | - - | - - | - - |

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[11] Strang, op. cit., p. 117.

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes story as fiction, non-fiction, legend, myth, fairy tale, fable, historical, biographical, adventure......... | X | XX | XX | XX | XX | XX | - - |
| Recognizes the written form of a play; discriminates between stage directions and conversations......................... | X | XX | XX | - - | - - | - - | - - |
| Discriminates between narrative fiction and historical, geographical or scientific factual background for the narrative as found in science and social studies texts......................... | X | XX | XX | - - | - - | - - | - - |
| Identifies the specific characteristics (structure) of poetry as: | | | | | | | |
| jingles, humorous poems................ | X | - - | - - | - - | - - | - - | - - |
| ballads, odes, sonnets, lyrics........ | | X | XX | XX | XX | - - | - - |
| symbolic poems......................... | | | XX | XX | XX | - - | - - |
| Recognizes rhythm and senses mood........ | X | XX | XX | XX | - - | - - | - - |
| Understands the significance of a selection read.............................. | X | XX | XX | XX | XX | - - | - - |
| Identifies characters and incidents in literature with people and situations in his own life and lives of others......... | X | XX | XX | XX | - - | - - | - - |
| Recognizes literary types and the specific characteristics of each:<br>fiction<br>non-fiction<br>fairy tales<br>folk lore<br>fable<br>biography<br>narrative poem<br>play<br>novel<br>short story<br>poetry<br>essay | | X | XX | XX | - - | - - | - - |
| Recognizes the narrative form:<br>fiction<br>historical form<br>descriptive form<br>argumentative form<br>written form of a play | | X | XX | XX | - - | - - | - - |

# READING

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Recognizes literary forms:<br>expositive<br>narrative<br>descriptive<br>argumentative |  | X | XX | XX | XX | XX | - - |
| Recognizes the differences in the narrative form:<br>short story<br>novel<br>story poem<br>plays |  | X | XX | XX | XX | - - | - - |
| Recognizes and interprets characteristics of complex structure |  |  | X | XX | XX | XX | XX |
| Understands and evaluates author's logical development |  |  | X | XX | XX | XX | XX |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Skills Relating to the Enrichment of the Reader's Personality [12] | | | | | | | |
| Acquires skills that contribute to one's personal development: | | | | | | | |
| Recognizes the pleasure to be found in a variety of aspects of literature -- the beautiful, humorous, fantastic, intellectual and spiritual and develops an appreciation for each.......................... | X | X | XX | XX | XX | XX | - - |
| Learns to appreciate the beauty of words.. | X | XX | XX | XX | XX | XX | - - |
| Understands the need and the value of reading more worth-while materials outside of school[13]........................ | X | XX | XX | XX | - - | - - | - - |
| Broadens experience background through many kinds of learning experiences as aids in increasing vocabulary concepts and speaking vocabulary (trips, sports, television, radio, movies).................. | X | XX | XX | XX | XX | XX | - - |
| Relates and applies ideas gained from reading to his life, to his experiences and to his thinking appropriate to his age and maturity......................... | X | XX | XX | XX | XX | XX | XX |
| Applies and shares ideas or information gained from reading:..................... | X | XX | XX | XX | XX | XX | XX |
| integrates ideas with his own experiences | | | | | | | |
| revises opinions or attitudes | | | | | | | |
| solves problems in other areas as social studies or science | | | | | | | |
| illustrates ideas | | | | | | | |
| dramatizes or tells stories | | | | | | | |
| discusses ideas or information in class | | | | | | | |
| makes pictorial representation of data | | | | | | | |

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[12] Adapted in part from Framework of Secondary School English, San Francisco Unified School District, op. cit.

[13] Strang, op. cit., p. 112.

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Learns to identify characters and incidents in literature with people and situations in his own life and lives of others: | X | XX | XX | XX | - - | - - | - - |
| learns to identify with the author of a lyric poem |  |  |  |  |  | X | XX |
| recognizes the truth of a story as a human experience |  |  | XX | XX | XX | XX | XX |
| gains understanding of himself and others through identification with places, events, characters and their problems |  |  | X | XX | XX | XX | - - |
| Acquires an understanding of the development and events occurring outside his immediate environment | X | XX | XX | XX | XX | - - | - - |
| Extends reading so as to include a wide variety of materials |  |  |  | X | XX | XX | XX |
| Makes reading a part of leisure time activities |  | X | XX | XX | XX | XX | - - |
| Increases reading efficiency with emphasis on vocabulary expansion | XX | XX | XX | XX | XX | XX | XX |
| Avoids erratic, irrelevant, artificial or automatic responses |  | X | XX | XX | - - | - - | - - |
| Learns to reflect on materials read |  |  |  | X | XX | XX | XX |
| Revises or changes opinion or personal views as a result of reading; modifies behavior or thinking as a result |  | X | XX | XX | XX | XX | - - |
| Recognizes the value of restraint in dealing with an emotional episode or scene |  |  |  | X | XX | XX | XX |
| Extends the ability to interpret characterization |  |  | X | XX | XX | XX | XX |

| CREATIVE READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Understands oneself and others better through literature, and through that understanding achieves a personal set of values.............................. |  | X | XX | XX | XX | XX | - - |
| Extends knowledge of interest in human behavior.................................. |  |  | X | XX | XX | XX | - - |
| Finds in literature the expression of the basic ideals of the American way of life................................. |  | X | XX | XX | XX | XX | - - |
| Avoids the fault of rejecting a selection for beliefs not held by the reader.. |  | X | XX | XX | XX | XX | - - |
| Develops a sympathetic understanding of other ways of life and a sense of the brotherhood of man through the reading of foreign literature.................. |  | X | XX | XX | XX | - - | - - |
| Interprets and responds to the language of poetry............................. |  | X | XX | XX | XX | - - | - - |
| Develops reading interests in one or more specialized areas (interests, hobbies)................................ |  |  |  |  | X | XX | XX |
| Develops an appreciation for the enjoyment of literature....................... |  |  | X | XX | XX | XX | XX |
| Develops a personal set of standards to guide one's selection of reading material to meet one's needs and widen one's experiences............................. |  | X | XX | XX | - - | - - | - - |
| Grows in human understanding and in appreciation of ethical values............ |  |  | X | XX | XX | XX | XX |
| Senses the emotive power of good literature................................... |  | X | XX | XX | XX | XX | - - |
| Recognizes the need to be a well informed citizen by reading critically factual material on both sides of an issue before taking a definite stand................. |  |  | X | XX | XX | XX | XX |

| CREATIVE READING | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Adjusts to the level of language used by the author or to the language of the author's time and place to achieve sympathetic understanding................ |  |  |  |  | X | XX | XX |

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Logical and Critical Thinking Skills | | | | | | | |
| Develops the ability to read with a depth of comprehension and interpretation by critically analyzing and evaluating sources and content of information | | | | | | | |
| Develops the ability to sense and define clearly a problem that needs to be solved | X | XX | XX | XX | XX | XX | XX |
| Understands the meaning and purposes of the terms "reading critically," "thinking critically" | X | XX | XX | XX | XX | - - | - - |
| Develops the ability to locate and select suitable source materials that contain necessary information (facts needed to solve a problem) as: | | | | | | | |
| books | | X | XX | XX | XX | XX | - - |
| magazines | | X | XX | XX | XX | XX | - - |
| newspapers | | X | XX | XX | XX | XX | - - |
| pictorial devices | | X | XX | XX | XX | XX | - - |
| questionnaires | | | X | XX | XX | XX | - - |
| surveys | | | X | XX | XX | XX | - - |
| reports | | | X | XX | XX | XX | - - |
| personal interviews | | | X | XX | XX | XX | - - |
| Skims quickly source material selected to determine if it has pertinent information (table of contents, headings, uses SQ3R Method to survey) | | X | XX | XX | XX | XX | - - |
| Acquires the ability to critically judge the significance or validity of information in terms of the reliability of its source | | | | | | | |
| Appraises copyright date to evaluate the recency of content or account | | X | XX | XX | XX | XX | - - |
| Recognizes the need to observe any difference between copyright date and date of publication, noting how this difference may affect "up-to-dateness" of factual material | | X | XX | XX | XX | XX | - - |

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Identifies and analyzes author's purpose and motives (reads introduction or preface): | | | | | | | |
| to inform | X | XX | XX | XX | XX | XX | XX |
| to entertain or amuse | X | XX | XX | XX | XX | XX | - - |
| to influence the reader by propaganda techniques | X | X | XX | XX | XX | XX | XX |
| Evaluates author's opinion on basis of his purpose and motives | | X | XX | XX | XX | XX | - - |
| Appraises author's background, considering: | | | | | | | |
| qualifications as an authority in the area in which he is writing (using Who's Who or Current Biography) | | | X | XX | XX | XX | XX |
| reputation | | | X | X | XX | XX | XX |
| his personal life, estimating its effect on his writings | | | X | X | XX | XX | XX |
| possible bias or prejudice | | | X | X | XX | XX | XX |
| publications for which the author has written | | | X | X | XX | XX | XX |
| time author wrote the material | | | X | X | XX | XX | XX |
| Appraises a publication, considering: | | | | | | | |
| possible bias | | | X | X | XX | XX | XX |
| editorial point of view | | | X | X | XX | XX | XX |
| advertising policy | | | X | X | XX | XX | XX |
| "public" reached by the publication | | | X | X | XX | XX | XX |
| kind of a story the publication "always" publishes | | | X | X | XX | XX | XX |

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| type of headlines emphasized in a newspaper......................... |  |  | X | X | XX | XX | XX |
| relation of news-reporting to the headlines.......................... |  |  | X | X | XX | XX | XX |
| Analyzes and evaluates content in terms of accuracy and relevancy of ideas, opinions or purported factual statements |  |  |  |  |  |  |  |
| Identifies and analyzes ideas or purported factual statements...................... |  |  | X | XX | XX | XX | XX |
| Learns to detect inaccuracies, discrepancies or faulty reasoning................. |  |  | X | XX | XX | XX | XX |
| Learns to recognize common types of harmful propaganda as: |  |  |  |  |  |  |  |
| use of highly charged emotional words that influence, prejudice, or distort facts or confuse ideas ("loaded words"). | X | X | X | XX | XX | XX | XX |
| name calling - use of bad names or name calling to people, groups, beliefs or things for the purpose of arousing hate or fear.................................. | X | X | X | XX | XX | XX | XX |
| use of generalities, generalizing without sufficient evidence - using words which sound good (progress, truth, freedom) to describe someone, something or a program a propagandist wants us to accept without checking the facts...... | X | X | X | XX | XX | XX | XX |
| testimonials from well-known, popular persons or persons of high standing.... | X | X | XX | XX | XX | XX | XX |
| "plain folks" approach - talking with people in their own language........... | X | X | XX | XX | XX | XX | XX |
| transfer - propagandist tries to associate or connect something or someone we admire or respect with his program or something or someone he wants us to admire........................... | X | X | X | XX | XX | XX | XX |
| card-stacking - over-emphasis on good points, withholding that which is not good; stacking the cards against the truth.................................. | X | X | X | XX | XX | XX | XX |

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| use of slogans - glad names ("glamorous").. | X | X | X | XX | XX | XX | XX |
| bandwagon appeal - "everybody is doing it so we should follow the crowd and do it too"............................ | X | X | X | XX | XX | XX | XX |
| use of size of print or position on paper to highlight or playdown certain information or ideas .................. | X | X | X | XX | XX | XX | XX |
| sentences, words, or phrases quoted from a larger context; omission of words to create an inaccurate impression or to mislead the reader........... | X | X | X | XX | XX | XX | XX |
| misleading comparisons.................. |  |  | X | XX | XX | XX | XX |
| exaggerated statements, understatements, prejudice, bias or the use of innuendo to arouse suspicion..................... | X | X | X | XX | XX | XX | XX |
| Learns to distinguish between beneficial propaganda and harmful propaganda, and to resist harmful propaganda.................. |  | X | X | XX | XX | XX | XX |
| Acquires an awareness for the need to understand: |  |  |  |  |  |  |  |
| connotations (multiple meanings of words)............................... | X | XX | XX | XX | XX | - - | - - |
| the way connotations may influence the reader in his attitudes and in his emotions............................. | X | X | X | XX | XX | XX | XX |
| Withholds judgment on problems or questions until sufficient facts have been integrated, analyzed, and evaluated in order to make a proper interpretation....... | X | XX | XX | XX | XX | XX | XX |
| Organizes, integrates, and weighs information, opinions, and ideas from various sources to see relationship to the problem to be solved so as to arrive at sound conclusions |  |  |  |  |  |  |  |
| Establishes cause and effect relationships between ideas and facts.............. | X | XX | XX | XX | XX | - - | - - |
| Relates main ideas and supporting facts to each other (in sequence and in importance) | X | XX | XX | XX | XX | - - | - - |
| Relates the main ideas and supporting facts to the problem to be solved.......... | X | XX | XX | XX | XX | XX | - - |

# READING

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Differentiates between relevant and irrelevant material (relevant to solving the problem)........................... | X | XX | XX | XX | XX | XX | - - |
| Develops the concept of "opinion"......... | X | XX | XX | - - | - - | - - | - - |
| Distinguishes between fact and opinion.... | X | XX | XX | XX | XX | XX | XX |
| Recognizes words or phrases that are clues to opinion as: | | | | | | | |
| "I think"............................. | X | X | XX | XX | XX | - - | - - |
| "it is said that"..................... | X | X | X | XX | XX | - - | - - |
| "most people believe"................. | X | X | X | XX | XX | - - | - - |
| "it is thought"....................... | X | X | X | XX | XX | - - | - - |
| Distinguishes between: | | | | | | | |
| fact and fancy........................ | X | XX | XX | XX | - - | - - | - - |
| fact and what is false or biased....... | X | X | XX | XX | XX | XX | XX |
| fact and opinion based on emotion...... | | X | X | XX | XX | XX | XX |
| Recognizes: | | | | | | | |
| what purports to be a fact and distortion of facts.................... | | X | XX | XX | XX | XX | XX |
| Weighs facts or ideas presented; compares ideas from various sources: | | | | | | | |
| looks for evidence to support purported facts.......................... | | X | X | XX | XX | XX | XX |
| finds reasons for opinions stated...... | | X | X | XX | XX | XX | XX |
| challenges points of view presented.... | | X | X | XX | XX | XX | XX |
| determines whether enough facts needed are presented on both sides of an issue.................................. | | X | X | XX | XX | XX | XX |
| differentiates between facts and inferences............................ | | X | X | X | XX | XX | XX |

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| differentiates between facts and implications |  |  |  | X | XX | XX | XX |
| decides whether facts are important (relevant) to solving a problem |  |  |  |  |  |  |  |
| questions conclusions or generalizations to see that they are supported by facts or statistics |  |  |  | X | XX | XX | XX |
| recognizes inferences and senses implications ("reads between and beyond the lines") |  |  | X | XX | XX | XX | XX |
| Decides which opinions presented are based on sound facts |  |  | X | XX | XX | XX | XX |
| Discards opinions based on emotion or distortion of facts |  |  | X | XX | XX | XX | XX |
| Considers ideas or information presented in relation to his previous knowledge, beliefs or experiences (relates ideas to his past knowledge) |  |  | X | XX | XX | XX | XX |
| Acquires an awareness for any feelings, bias, prejudice within himself or past experience that may influence his evaluation or judgment of established facts |  |  |  | X | XX | XX | XX |
| Makes or draws conclusions on the basis of critical reading, after weighing established facts |  | X | XX | XX | XX | XX | XX |
| Predicts outcomes of events as a result of reading and lists evidence to support his prediction | X | XX | XX | XX | XX | XX | XX |
| Judges whether a given question is answered or problem being investigated is solved by the facts obtained |  |  | X | XX | XX | XX | XX |
| Learns to accept thoughtful conclusions arrived at by good investigating regardless of his former bias or opinion; modifies thinking or behavior as a result of critical reading |  |  |  | X | XX | XX | XX |

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Forms sound generalizations and is able to give sufficient evidence to support these within the range of his ability and experiences | X | XX | XX | XX | XX | XX | XX |
| Judges whether an author adheres to his purpose or achieves his purpose (after reading a book) |  | X | XX | XX | XX | XX | XX |
| Understands that in a democratic society one has a responsibility to be well informed on public issues |  | X | XX | XX | XX | XX | XX |
| Recognizes the need to read, critically analyze and evaluate treatment given to all sides of current national and local issues, so as to be able to make intelligent choices |  | X | X | XX | XX | XX | XX |
| Reacts critically by analyzing and evaluating treatment of public issues by various communication media (noting any one-sidedness of presentation): |  |  |  |  |  |  |  |
| in newspapers |  |  | X | XX | XX | XX | XX |
| in magazines (news-reporting, editorial comments, headlines, cartoons) |  |  | X | XX | XX | XX | XX |
| in cartoons (recognizing and interpreting bias, prejudice, and exaggeration) | X | XX | XX | XX | - - | - - | - - |
| in radio and television reporting of news and speeches by national figures |  |  | X | XX | XX | XX | XX |
| Identifies a newspaper or news magazine editor's opinions after critically analyzing and evaluating several editorials |  |  |  | X | XX | XX | XX |
| Learns to distinguish between slanted writing and objective writing in the reporting of news |  |  | X | XX | XX | XX | XX |

| CRITICAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Makes comparisons of the treatment given: | | | | | | | |
| to the same topic by two or more authors........................ | X | XX | XX | XX | XX | XX | XX |
| to a news story by two newspapers of opposing points of view.......... | X | X | X | XX | XX | XX | XX |
| to the same subject in editorials of different publications to show difference of bias................. | X | X | X | XX | XX | XX | XX |
| to a news happening described by a news reporter and editorial comments about the same happening in the same paper............................ | | X | X | XX | XX | XX | XX |
| Understands logical reasoning and applies the scientific method of reasoning to reading materials........... | | | | | X | XX | XX |
| Understands logical terms and principles.................................. | | | | | X | XX | XX |
| Recognizes the need to critically analyze and evaluate advertisements of products (so as not to be mislead by propaganda devices).................... | X | X | X | XX | XX | XX | XX |
| Learns to read both sides of controversial issues to find how personal viewpoints, attitudes, and bias influence facts and opinions........... | | X | X | X | XX | XX | XX |
| Recognizes the need to avoid making snap judgments about people, books, or issues until he becomes well-informed about them........................ | X | X | XX | XX | XX | XX | - - |
| Learns to avoid the use of stereotyped terms to describe people until he has read (to extend his experience background) and knows what the term means.. | | X | X | XX | XX | XX | - - |

# READING

| ORAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Develops the ability to read orally with proper interpretation, ease, and assurance, so as to communicate or share ideas read with others | | | | | | | |
| Recognizes the need of preparation for oral reading by reading silently in advance: | | | | | | | |
| to understand the meaning of what is to be read | X | XX | XX | - - | - - | - - | - - |
| for correct communication and projecting of ideas | X | XX | XX | - - | - - | - - | - - |
| for correct pronunciation, meaning, or shades of meaning of words | X | XX | XX | - - | - - | - - | - - |
| to communicate feelings, moods, or tone | X | XX | XX | - - | - - | - - | - - |
| to develop an appreciation and understanding for the beauty of the English language | X | XX | XX | XX | XX | XX | XX |
| Understands and uses proper eye span that is appropriate for oral reading | X | XX | XX | - - | - - | - - | - - |
| Keeps the eye ahead of the voice | X | XX | XX | - - | - - | - - | - - |
| Develops the habit of looking at the audience at frequent intervals | X | XX | XX | - - | - - | - - | - - |
| Enunciates clearly and accurately so others can understand words: | X | XX | XX | - - | - - | - - | - - |
| speaks with mobile jaw, flexible lips, agile tongue | X | XX | XX | - - | - - | - - | - - |
| reads with careful attention to all consonants | X | XX | XX | - - | - - | - - | - - |
| gives attention to words in which all of the sounds should be pronounced as: | | | | | | | |
| words ending in ing<br>government, poem, interesting | X | XX | XX | - - | - - | - - | - - |
| Learns how final consonants are produced. | X | XX | XX | - - | - - | - - | - - |

| ORAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| practices careful production of final consonants.............................. | X | XX | XX | - - | - - | - - | - - |
| stresses careful articulation in order to be heard.............................. | X | XX | XX | - - | - - | - - | - - |
| Recognizes, understands and interprets the intention of phrasing, cadence, and stress in oral reading.............................. | X | XX | XX | - - | - - | - - | - - |
| Develops correct pronunciation: | | | | | | | |
| learns the correct sounds of vowels and consonants.............................. | XX | - - | - - | - - | - - | - - | - - |
| recognizes and uses diacritical markings in the dictionary and uses the "key" to pronunciation as an aid.................. | X | XX | XX | - - | - - | - - | - - |
| recognizes and interprets the placing of accents.............................. | X | XX | XX | - - | - - | - - | - - |
| Learns to use the dictionary when: | | | | | | | |
| unsure of the pronunciation or meaning of a word.............................. | XX | XX | XX | - - | - - | - - | - - |
| hearing a word pronounced in an unaccustomed manner...................... | X | XX | XX | - - | - - | - - | - - |
| encountering a new word in reading....... | XX | XX | XX | - - | - - | - - | - - |
| Learns to discard incorrect pronunciation while retaining individual characteristics of cultured speech...................... | | | X | XX | XX | - - | - - |
| Reads words in thought groups within sentences.............................. | XX | XX | XX | - - | - - | - - | - - |
| Develops correct oral language patterns as oral reading improves...................... | X | XX | XX | - - | - - | - - | - - |
| Learns, understands, and interprets the purpose of punctuation in breathing, grouping ideas, giving emphasis or balance to certain phrases.............................. | X | XX | XX | - - | - - | - - | - - |

| ORAL READING | 6 or be-low | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Pauses at proper places to emphasize important points | X | XX | XX | - - | - - | - - | - - |
| Varies and adjusts the pitch, quality and volume of the voice and reading rate to interpretation of content | XX | XX | XX | - - | - - | - - | - - |
| Acquires a flexible oral reading rate so he may alter rate to express different feelings or moods: |  | X | XX | XX | XX | - - | - - |
| develops a sense of correct timing (a rather slow rate) when reading orally |  | X | XX | XX | XX | - - | - - |
| Understands that if he feels the mood expressed, if he tries to become the character portrayed by the author or playwright, the proper inflections of the voice will take place without conscious effort on his part: |  |  |  | X | XX | XX | - - |
| studies a poem carefully before reading aloud, to understand thoroughly the author's meaning, and feel the emotion expressed - then reading to an audience, giving the voice over to the thought and feeling |  |  |  | X | XX | XX | - - |
| keeps a clear mental picture of the author's idea while reading a description from a book |  | X | XX | XX | XX | XX | - - |
| reads a part in a play after deciding just how the character looks, feels, behaves immediately before, and a considerable period of time before, the action of the scene read takes place |  |  | X | XX | XX | XX | - - |
| masters every detail of the writer's idea before reading a famous speech, and concentrates on these details during the actual audience reading |  |  | X | XX | XX | XX | - - |
| practices to make the voice express all the ideas and emotions usually expressed by facial expression |  |  | X | XX | XX | XX | - - |

| ORAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Adapts the voice to the size of the room and the audience so the audience can hear without straining, and so the reader will not shout, shrill, or whine.................... | X | XX | XX | - - | - - | - - | - - |
| Holds the attention of and influences the audience by observing the mechanics of audience reading[14] and: | | | | | | | |
| maintains a poised manner............... | XX | XX | XX | - - | - - | - - | - - |
| maintains a good posture................ | XX | XX | XX | - - | - - | - - | - - |
| stands still without pacing or rocking... | XX | XX | XX | - - | - - | - - | - - |
| shifts weight as necessary from one foot to another inconspicuously............... | XX | XX | XX | - - | - - | - - | - - |
| holds book or paper in proper position (so as not to obstruct flow of breath from reader's mouth, but near enough to be seen easily)........................ | XX | XX | XX | - - | - - | - - | - - |
| keeps place by running thumb down one side of page........................... | X | XX | - - | - - | - - | - - | - - |
| turns pages without awkwardness.......... | XX | XX | XX | - - | - - | - - | - - |
| concentrates attention on audience while keeping meaning of content in mind....... | XX | XX | XX | - - | - - | - - | - - |
| Keeps the purpose of the oral reading constantly in mind when reading: | | | | | | | |
| to announce something................... | X | XX | XX | - - | - - | - - | - - |
| to inspire sympathy..................... | X | XX | XX | - - | - - | - - | - - |
| to give information..................... | X | XX | XX | - - | - - | - - | - - |
| to share ideas.......................... | X | XX | XX | - - | - - | - - | - - |
| to entertain............................ | X | XX | XX | - - | - - | - - | - - |
| Evaluates whether the audience reacts positively or negatively to purpose............ | | X | XX | XX | XX | - - | - - |

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[14] Adapted from Teaching Guide Reading - Kindergarten through Grade 12 - San Francisco Public Schools, 1951.

## READING

| ORAL READING | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Reads only selections one thoroughly understands.................................... | X | XX | XX | XX | XX | - - | - - |
| Identifies oneself with the author's purpose and the audience.............................. |  | X | XX | XX | XX | - - | - - |
| Reads ideas one sincerely believes with conviction and persuasiveness................. |  |  | X | XX | XX | - - | - - |
| Addresses oneself to the entire audience; glancing at alternate sections of a large audience.................................. |  |  | X | XX | XX | XX | - - |

| READING RATE | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Adjusting Reading Rate to Purpose and to Type and Difficulty of Material | | | | | | | |
| Develops the ability to adjust reading rate to the reading purpose and to the type and difficulty of the material. | | | | | | | |
| Acquires a number of reading rates and the ability to select the best rate (or rates) to achieve a specific purpose in a reading assignment | | | | | | | |
| Understands the values and purposes of skimming (spotting or sampling) and uses skimming:* | | | | | | | |
| to get the general structure or scheme of organization of a book or a reading assignment........................... | X | X | XX | XX | XX | XX | XX |
| to locate key words or phrases........ | X | X | XX | XX | XX | XX | XX |
| to locate a specific name, date, word, figure........................... | X | X | XX | XX | XX | XX | XX |
| to find answers to specific questions and to use the exact words of the contents (answers to who, when, where, what, how)........................... | X | XX | XX | XX | XX | XX | XX |
| to locate a detail.................. | X | XX | XX | XX | XX | XX | XX |
| to quickly survey material to determine whether material contains needed information......................... | X | X | XX | XX | XX | XX | XX |
| to locate a statement to verify or prove a point, correct a misstatement or clarify or misconception........... | X | X | XX | XX | XX | XX | XX |
| to develop use of dictionary and index file........................... | X | XX | XX | XX | XX | XX | XX |
| to refresh memory or review material previously read....................... | X | X | XX | XX | XX | XX | XX |
| * (Refer to section on Skimming.) | | | | | | | |

| READING RATE | 6 or be-low | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|
| to get a rather detailed pattern of an author's thoughts.................. |  | X | XX | XX | XX | XX |
| Understands the values and purposes of a rapid reading rate (not as fast as skimming) and uses this rate: |  |  |  |  |  |  |
| to get the general idea.............. | X | XX | XX | XX | XX | XX |
| to read for fun or recreation......... | X | XX | XX | XX | XX | XX |
| Understands the values and purposes of a moderate, normal rate and uses this rate: |  |  |  |  |  |  |
| to find main ideas................... |  | X | XX | XX | XX | XX |
| to find important details............. |  | X | XX | XX | XX | XX |
| Understands the values and purposes of a slow, thorough, qualitative rate and uses this rate: |  |  |  |  |  |  |
| to thoroughly understand content...... | X | XX | XX | XX | XX | XX |
| to follow directions.................. | X | XX | XX | XX | XX | XX |
| to check one's knowledge.............. | X | XX | XX | XX | XX | XX |
| to solve a problem.................... | X | XX | XX | XX | XX | XX |
| to read between and beyond the lines.. | X | XX | XX | XX | XX | XX |
| to outline material................... | X | XX | XX | XX | XX | XX |
| to understand all the details......... | X | XX | XX | XX | XX | XX |
| to visualize.......................... | X | XX | XX | XX | XX | XX |
| to critically evaluate and analyze material.............................. |  | X | XX | XX | XX | XX |
| to follow a sequence of events........ |  | X | XX | XX | XX | XX |
| to follow the complexities of a plot.. |  | X | XX | XX | XX | XX |
| Recognizes there is no one rate at which all materials should and can be read and that |  |  |  |  |  |  |

| READING RATE | 6 or below | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| the rate of reading varies with the purpose and content |  | X | XX | XX | XX | XX | XX |
| Recognizes the right speed is the fastest speed at which one can understand the material and accomplish the reading purpose |  | X | XX | XX | XX | XX | XX |
| Acquires the ability to shift rates according to the reading purpose and difficulty of the material |  | X | XX | XX | XX | XX | XX |
| Learns to read easy material at a rapid rate and difficult material at a slower rate |  | X | XX | XX | XX | XX | XX |
| Learns to read more rapidly with the necessary comprehension |  | X | XX | XX | XX | XX | XX |
| Acquires skill in establishing a purpose for a specific reading and reading at the fastest rate at which he can understand the material and accomplish or satisfy the purpose |  | X | XX | XX | XX | XX | XX |
| Acquires the ability to shift reading rates as is necessary to complete the purpose of *a specific assignment as:* |  |  |  |  |  |  |  |
| first, skimming to get a general overview of the assignment |  | X | XX | XX | XX | XX | XX |
| second, slow, thorough reading to critically evaluate the reading material |  | X | XX | XX | XX | XX | XX |

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Josephine O'Brien)

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# SUPPLEMENT TO SECONDARY READING GUIDE

# GLOSSARY OF READING TERMS

Secondary Reading Leaflet Number V

San Francisco Unified School District

February 1, 1962

Harold Spears

Superintendent of Schools

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# FOREWORD

The Glossary of Reading Terms attempts to present expanded definitions of the various terms that are repeatedly used in discussing and describing the reading process. It is hoped that the clarification of these terms will help teachers gain deeper insights into the reading process.

The writer is indebted to Dr. Constance M. McCullough, Dr. Joseph B. Hill, and to Mr. E. James Knapton for their advice and help in preparing and editing this glossary.

Josephine O'Brien

# GLOSSARY OF READING TERMS

**abstract words**

words that represent feelings, ideas, qualities and actions; words that stand for things that cannot be seen or touched

anger, truth, democracy, justice

**accent**

(verb) to give emphasis, force, or stress in the pronunciation of a word, a syllable, or syllables in a word of more than one syllable

(noun) the emphasis, force, or stress given in the pronunciation of a word, a syllable, or syllables in a word of more than one syllable

(See primary accent, secondary accent, stress.)

**acuity**

sharpness or keenness

**affix**

(noun) a prefix (ex, un); a suffix (-ly, -ment); or an inflectional ending (-s, -es, -ies)

(verb) to add one or more letters to the beginning of words (in, un, ex) or to the endings of words (-s, -ed, -ing)

**alliteration**

repetition of the same initial letter or sound at the beginning of two or more consecutive words or of words near one another; a literary device often used to attract attention, to tie words or phrases together, or to produce a musical effect

Peter Piper picked ...

trick or treat

**allusion**

a figure of speech in which an indirect reference or hint is made to someone or something generally familiar; an indirect reference (figurative or symbolical) to a specific place, person, thing, or event in history, or a passage in literature that has come to represent a certain idea

(Allusions must be interpreted not only for their literal meaning, but also for their connotations.)

(An allusion is made when the Mississippi River is referred to as "Old Man River.")

**analogy**

a figure of speech in which a comparison is made between two things by suggesting several similarities, relations, or agreements between them

(An analogy can be made between the heart and a pump.)

**analysis** (of words)

taking a word apart or breaking it down into smaller parts or elements

(sash, s-ash or sa-sh)

(comment, com-ment)

**antonym**

a word having the opposite meaning of another word

| | |
|---|---|
| night | day |
| hot | cold |

**auditory acuity**

keenness or sharpness of hearing

**auditory discrimination**
the ability to discriminate between sounds, to distinguish one sound from another, or to note that two sounds are alike

**auditory imagery**
ability to re-create sounds in one's imagination

**auditory perception**
mental awareness of sounds

**basal readers** (basic readers)
readers that present sequential development of basic reading skills (Levels of vocabulary, content, language, and structure are carefully graded by year in each volume of a set of basal readers.)

**basic sight vocabulary**
a list of about 225 words that are said to comprise more than one-half of the total number of running words that are found in elementary reading material (These words should be recognized at sight by pupils of third grade reading ability.)

**clipped words**
words made up by dropping a syllable or more from another word and used in informal speech or writing

photo for photograph
phone for telephone
ad for advertisement
exam for examination

**closed syllable**
a syllable that ends with a consonant (The vowel within this syllable is usually a short vowel.)

at  cat  bat-ter

**coined words**
words "made-up" for a particular use as in advertising, or for general use; words made by telescoping two words into one

Inviso-net (a name coined for a hair spray "truly invisible") used for advertising purposes

Gardol (a name coined for a tooth paste, taken from an ingredient in the tooth paste, "a decay-fighter") used for advertising purposes

jeep, kodak

motel (made by telescoping the words motor and hotel)

smog (made by telescoping the words smoke and fog)

**colloquialism**
a word or expression acceptable in informal speech and most informal writing, but not appropriate in formal speech or writing

"in a jiffy"
"hit the road"
"cute"

"on the beam"
"skip it"
"quiz"

**concept** (word or phrase)
the meaning which the word or phrase represents to the person reading or saying it; the ideas or generalizations that can be associated with a word or phrase

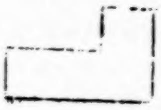
concrete words

words that name persons, places or things that can be seen or touched

boy town pencil

configuration

general form or shape of a letter or a word; length, irregularity, or smoothness of form of a word which helps to identify the word without letter-by-letter analysis



configuration for the word cat

connecting words or phrases

words or phrases that connect ideas or sentences together, or bridge the gap between ideas, or indicate a shift of thought from one paragraph or topic to another

finally, also, in addition,

on the other hand

connotation (s)

other meaning or meanings that the word or words suggest or imply in addition to the basic meaning; emotional meanings attached to a word in addition to its dictionary meaning; suggestions or associations, often emotional, aroused by a word in addition to its dictionary meaning; the emotional meaning of a word as contrasted to its factual meaning

did not do failed to do

(Both of the above phrases have the same basic meaning, or denotation, but "failed to do" has an added meaning or connotation that suggests negligence.)

house home

(Both house and home have the same basic meaning or denotation - a place to live. Home has added meanings or connotations that are associated with family life as warmth, comfort, privacy, affection.)

thrifty stingy

(Both thrifty and stingy have the same basic meaning or denotation (saving or being careful about spending) but their connotations are different. Thrifty connotes or suggests approval, while stingy connotes or suggests disapproval.)

consonant

a speech sound formed or produced by the obstruction of the outgoing breath by the tongue, teeth, lips, and soft and hard palates

t d l m

consonant blend

two or more consonants blended together without intervening vowel sounds; a blend of two consonants representing one speech sound, but without the loss of identity of any of the sounds

tr bl spl str

consonant digraph

two consonant letters having a single speech sound

ch th

**consonant substitution**
a basic word-attack skill used in identifying unknown words by means of a substitution technique; using acquired knowledge of consonant sounds in attacking unknown words that are like a known word except for the initial or final consonant

| known word | unknown words | |
|---|---|---|
| | (known initial consonant) | |
| can | man | ran |
| | (known final consonant) | |
| am | at | an |

**context**
the words, sentences, or paragraphs composing the reading material; the parts that come before or after a word or a sentence; the whole reading passage or speech in which a word or a sentence is a part

**context clue**
a clue to the identification of the meaning of an unknown word obtained from the context; an aid in recognizing the meaning of an unknown word through an association of the word with the words or parts that come before or after it, by inferring the meaning of the whole idea or thought

**controlled vocabulary**
a carefully developed vocabulary found in basal readers controlled in such a way so a proper balance is maintained between the number of new words a pupil meets and the number of words he recognizes and reads (New words are introduced a few at a time with adequate preparation prior to the actual reading of a lesson so that pupils are ready to handle these new words when they meet them. New words are repeated many times in the reading content after they are introduced. The vocabulary of words is built gradually by much repetition in sentences.)

**cooperative stories** (experience charts)
class-, group-, or individual-stories that grow out of group or individual experiences, interests or activities dictated by the pupils and recorded by the teacher in the language of the pupils, first on the chalkboard and later on charts; used in the primary grades as a form of supplementary reading to aid in developing language facility and initial reading skills (The stories have a controlled vocabulary.)

**creative reading**
reading in depth; reading beyond the literal interpretation of the printed words so as to extend concept and ideas beyond the literal meaning, involving the ability to identify a writer's purpose and to evaluate and react to ideas presented according to that purpose; reading with proper interpretation and reacting creatively by reflecting on what is read so as to draw inferences and interpret implied meanings (hidden meanings); anticipating outcomes; responding to mood and tone; recognizing and interpreting literary devices

**critical reading**
an important phase of creative reading; reading to evaluate, appraise and question sources and content of information to establish the validity or authenticity of purported facts presented, as well as any conclusions drawn, or generalizations made, for the purpose of solving a problem or forming a sound opinion

**deduction**
reasoning, proceeding from the general to the particular or specific, or from a given premise to a logical conclusion; making an application of a general principle

**denotation**

the basic meaning of a word; the exact, literal meaning as contrasted with the added meanings (connotations) which the word suggests or implies

house home

(Both house and home have the same basic meaning or denotation (a place to live),but home has added meanings or connotations that are associated with family life: warmth, comfort, privacy, and affection.)

(See connotation, multiple meanings, and shades of meaning.)

**derivative**

a word composed of a root plus a prefix or suffix, or plus both a prefix and a suffix

re turn able (derived from the root word turn with the addition of the prefix re and the suffix able)

**derived form** (also derivative)

a word that is derived from another word (a root word) by adding a prefix, suffix or both

en clos ure (derived from the root word close with the addition of the prefix en and the suffix ure)

**developmental reading**

specific instruction and practice in vocabulary development and all phases of reading-thinking skills in a sequential pattern given to all students at each successive level of development to increase reading ability and efficiency and to acquire proper reading habits and attitudes (the responsibility of every teacher for every student)

**diacritical marks**

special marks or symbols used to represent or indicate speech sounds (pronunciation), placed over or under letters in words to indicate the speech sound of the letter

ã, ĕ, ī, ô, ü

**digraph**

two letters having a single speech sound or representing one sound (There are consonant digraphs and vowel digraphs.)

consonant digraph - th - (a sound that is neither t nor h)

vowel digraph - ea - (the ē sound or ĕ sound ordinarily)

**diphthong**

two-vowel sounds so closely blended or joined together in one syllable under a single stress that they give the impression of one speech sound (but in which sound both letters can be heard)

oi, ow, ou, oy

**directed reading**

reading in which provision is made for the development of background, vocabulary, and comprehension development; silent and oral reading with comprehension check-up

**ear training**

(See auditory discrimination.)

**ellipsis**

a punctuation mark of three spaced dots (...) used to show an omission in printing or writing; used chiefly to indicate when one or more words that are not necessary to the meaning are omitted from a quotation.

**epigram**
a short, witty statement of a fact or opinion expressed in verse or prose

**etymology**
a study of the origin, derivation, or history of words

**euphemism**
a mild, indirect word or phrase used instead of one that is unpleasant, harsh, or direct

"to enter into rest" for "dying"

"individual" for "maverick"

"custodian" for "janitor"

"senior citizens" for "old people"

**euphony**
ease and smoothness of pronunciation; good-sounding; pleasant to the ear

**exaggeration** (hyperbole)
a figure of speech in which exaggeration is used for the sake of effect and is not meant to be taken literally

He has told that joke a thousand times.

She has millions of friends.

**expectancy clues** (words)
words presented and discussed in the preparation period before a silent reading lesson which prepare the students for the actual reading; words already known pertaining to the specific reading selection

**experience charts**
(See cooperative stories.)

**extensiveness of word meaning**
depth and vividness of word meaning; two or more distinct meanings of words that have different meanings; multiple meanings of a word

bank

The river bank
The money bank
You can bank on me.
Bank the billiard.

run

A home run
A run of fish
Run for mayor.
A run in the stocking
Run fast.

(See multiple meanings and connotation.)

**eye dominance**
a preference for using one eye over the other

**eye progression**
act of moving the eyes across a line of print or page, or up and down the page

**eye span**
the number of letters, parts of words, or words that can be recognized during one fixation pause; the amount of printed material the eyes see and recognize during one stop period

**figurative language**
imaginative words used to express an idea; words that are used with a meaning different from their original, ordinary, literal meanings

The square of the hypotenuse
(literal use of the word square)

The hypotenuse is really a square.
(figurative use of the word square)

figurative use of words
words used with a meaning different from their original, literal meaning, but for meanings that are suggested by their literal meanings

"sparkling wit"

"on his toes"

"sharp tongue"

"sizzling weather"

figures of speech
expressions in which words are used in an unusual way or out of their original, literal meaning to add beauty or force; expressions of ideas in terms of something other than factual statements (The most frequently used figures of speech are simile, metaphor, personification, hyperbole, and metonymy.)

figures of speech:

"as graceful as a cat" - simile

"feline grace" - metaphor

"the angry sea" - personification

"the longest day" - hyperbole

"a warm heart" - metonymy

fixation pause
the length of time needed for the eyes to settle or fix on a given part of a line of print

fixations
the steps or pauses made by the eye along a line of print; alternating pauses; pauses of the eyes as they move across a line of print

framing words or phrases
identifying or indicating a word or group of words by placing a hand at each end of the word or group of words

free reading
independent reading for pleasure or information; recreational reading

functional reading
reading that is done by the student in meeting school and life needs; reading that has value; reading for a practical purpose

generalization
a general statement, rule, or principle derived or obtained from particular examples; an inference (a general rule) obtained from particular facts (A generalization is sound when it is based on sufficient evidence or facts.)

general vocabulary
words common to all types of writing necessary to ordinary discourse

from, one, to, when, could,

always, included, considerable

glossary
an alphabetical list of difficult words, uncommon words, and technical terms with their definitions and pronunciations used in the content of a specific book and usually found in the back part of a book

guide words (dictionary)
words printed in bold-face type at the top of a page in the dictionary; word at left side indicating the first word on page, word on right side indicating the last word on the page

heteronym
a word that has the same spelling as another word with a difference in sound and meaning

lead - the metal

lead - to conduct

tear - to rip or pull apart

tear - salty fluid secreted by the eye

homograph
a word having the same spelling (form) and the same pronunciation as another word but having a different origin (derivation) and meaning

mail - suit of armor

mail - letters and postcards sent through the post office

bear - to carry

bear - an animal

fair - just, honest

fair - light-complexioned

fair - a country fair, where products and livestock are displayed and sold

homonym
a word having the same pronunciation as another word but with a difference in meaning, origin and spelling (form)

blue - blew

stake - steak

hyperbole (exaggeration)
a figure of speech in which exaggeration is used for the sake of effect and is not meant to be taken literally

The woman said, "This package weighs a ton."

(See exaggeration.)

idiom (idiomatic expression)
a form of expression peculiar to a language, approved by usage, having a meaning different from the literal meaning

"get up"

"How do you do?"

"I'll see about it."

"sat down"

"catch on"

imagery
the use of words to represent any sense experience; sights, sounds, smells and tastes put into words; the use of words to appeal to any one of the senses including kinesthetic (muscular) sense; representation of any sense experience

sight: "golden sunset"

hearing: "whispering pines"

smell: "aroma of fresh, roasted coffee

taste: "spicy meat"

kinesthetic: "soft, soapy, suds"
"clouds of wet fog"

imagery of word form
ability to call up in the mind a clear, visual image of a word

**imply**
to mean a thing without saying it outright; to express something in an indirect way

**individualized reading instruction**
reading instruction based on individual needs through subgrouping within a class and the use of multi-level reading materials

**induction**
reasoning from the particular to the general, or from a series of established facts convincing enough to enable one to lead to a general conclusion

**infer**
to "gather" by reasoning or implication; to conclude from the facts or premises

**inflect**
to change or vary the form of a word; to show number, case, person, gender, tense, mood or comparison, by changing the form of the word or by adding an inflectional ending (suffix) but which does not change the fundamental meaning

number - book - books

case - I - me - my

person - I go. He goes.

gender - hero - heroine

tense - see - saw

mood - You are ambitious. (indicative) Be ambitious. (imperative) It is necessary that you be ambitious. (subjunctive)

comparison - big - bigger - biggest

**inflected form**
modified or changed form of a word to indicate person, number, case, gender, tense, mood or comparison (A root word or a derived form may be changed in form by the addition of an inflectional ending.)

bake (root word)

baking (inflected form made by the addition of the inflectional ending ing)

baker (derived form)

bakers (inflected form made by the addition of the inflectional ending s)

**inflection**
a change in the form of a word to show number, case, person, gender, tense, mood or comparison

**inflectional ending**
a meaningful part that is affixed (added) to the ends of words

-ing, -er, -s, -ed

**inflectional form**
a word made up of a root and an inflectional ending and sometimes called a variant

singing - (made up of the root sing plus the inflectional ending ing)

**inflections**
endings added to roots (stems) to indicate grammatical change

-s, -ed, -ing, -er, -en

book - books

rent - rented

sweep - sweeps - sweeping

sweet - sweeter

write - writing - written

innuendo
a statement which hints, suggests, or implies something (generally depreciatory) but without facts to support the statement

inversion of letters
confusion in identifying letters

b and d, m and w, t, f, and l

p and q, u and v

irony
a type of expression which involves a contrast between what is actually stated and what is suggested or understood; a kind of ridicule, or light sarcasm, humor, or wit, deliberately stating the opposite of what one means

His friends called the very tall boy "Shorty."

key words
familiar words found at the bottom of a dictionary page as aids in obtaining the correct pronunciation of a word

kinesthetic development
development of sensations arising from movements of the muscles and joints - body movements

kinesthetic method of teaching nonreaders
use and emphasis of tracing and writing as basic procedures in teaching reading to nonreaders

language-type experience charts or records (cooperative stories)
class-dictated or individual-group dictated stories

(See cooperative stories)

left-to-right progression of eyes
movement of eyes from left to right; return sweep of eyes to the next row of word symbols, objects, or pictures on the printed page

listening vocabulary
the number of words that are understood when heard

literal meaning (of a word)
ordinary, recognized meaning of a word; the dictionary meaning of a word

literal use of words
the use of words for their ordinary meanings

loaded words (cargo words)
a term given to words that carry or possess a great deal of emotion or heavy connotation; words that are charged with the feelings, attitudes (approval or disapproval) of the person using the words (If used unthinkingly loaded words can suggest a meaning that is not intended. Loaded words are often used to arouse prejudice.)

delinquent, liberal, propaganda

reactionary, crackpot

using stingy instead of thrifty

using squander instead of spend

using dictator rather than leader

(See connotation)

**localisms**
words or expressions used in one particular section of a country and not in other parts; used in conversation and informal writing; also called dialectal expressions or provincialisms

I guess - I think - I reckon

porch - veranda

at home - to home

bag - sack - poke

**lower case letters**
small letters, printed or written

**meaning unit** (morpheme)
the smallest meaningful part of a word; the root word, prefix, suffix or inflectional ending

returning (re, turn and ing are meaning units)

**medial position of a letter**
a letter occurring or situated in the middle of a word

mat

**memory span**
the number of items that one can recall after presentation, involving fixation, retention, recall and recognition

**metaphor**
a figure of speech in which a comparison is implied (not directly stated) between two essentially unlike things without the use of the words like or as; comparing by substituting one idea or object for another

"a sunny disposition"

**metonymy**
a figure of speech in which the name or word closely associated with a thing is substituted for it

The woman sets a good table.
(Table is substituted for food.)

**multiple meanings of a word**
various meanings associated with a word; the denotation and connotations of a word; the basic (dictionary) meaning plus the connotations

range

mountain range    price range

gas range    range of colors

Horses range the hills.

(See connotation, denotation, and shades of meaning.)

**multisyllable** (word)
a word having more than three syllables; a polysyllable
(A polysyllable is a word having more than three syllables.)

un der state ment

**onomatopoeia** (imitative words)
words whose sounds suggest their meanings; words that imitate the sounds associated with the action or thing

buzz    choo-choo

hiss    tick-tock

**open syllable**
a syllable ending with a vowel;
(The vowel is usually long.)

go    me

**pacing device** (pacers)
a mechanical device which moves a bar or other cover down a page at a mechanically controlled rate; used to increase reading rate by enabling a student to pace his reading first at a normal rate then at gradually increased rates over a period of time

**perception**
an awareness or the recognition of sensation

**personification**
a figure of speech in which a lifeless thing (an object, a quality or an abstract idea) is spoken of as alive; the attributing of human characteristics to inanimate objects or abstract ideas

The dry earth showed its parched mouth.

The giant skyscraper looked down at the busy traffic of the large city.

**phonetic analysis** (frequently used as a synonym for phonics)
the analysis of a printed word into its phonetic parts or elements for the purpose of pronunciation; process of determining the pronunciation, units or syllables of a word, and combining them into word wholes; a means of attacking words independently to determine pronunciation by associating sounds with appropriate letter symbols and blending the series of sounds into a word whole

**phonetics**
the science of speech sounds

**phonetic word**
a word that is pronounced as a whole or in part according to phonetic principles

cat rang

**phonics**
the name given to the part of the word recognition procedure which uses the sounds of letters, combination of letters, or common parts (phonetic parts) in words to determine pronunciation

(See phonetic analysis.)

**phonogram** (phonetic element)
a letter or group of letters forming one speech sound; a word part or a word element; a word part made up of a vowel-consonant combination (a vowel sound followed by a consonant or consonants) forming a single speech sound

wing cat run sound

**picture clues**
clues to words obtained from illustrations provided in basal readers, especially important in beginning reading; an illustration or picture that gives the general idea or significance of a reading selection

**polysyllable**
a word composed of more than three syllables

sí mul tá ne ous ly

**précis**
an accurate and brief summary of something read or heard, written in one's own words, keeping the author's or speaker's original point of view

**prefix**
one or more letters or a syllable (meaning unit) placed before a word that changes or modifies the form and the meaning of the word

able - un able

primary accent

the greater stress placed upon a syllable in words that have two syllables stressed; the one syllable that is stressed more heavily

un´ der state´ ment

(Primary accent is placed upon the syllable state.)

pronoun reference

associating a pronoun with the corresponding noun or proper name or to its related noun or proper name

propaganda

a general term applied to the systematic attempt of a person or a group to lead others to accept certain beliefs, principles or opinions (Propaganda may be used to foster or advance a good cause by truthful means, but the term is often applied to any form of written or oral expression that uses deceit and the distortion of facts to achieve its end.)

readiness

preparation (physical, emotional-social, and mental) that should precede any learning experience

reading age

raw scores of a reading test expressed in age norms which are determined by the score the average child of a certain age gets on the reading test (according to published norms)

reading grade level

reading achievement expressed in terms of grade level based on norms of a reading test

reading quotient

the ratio between reading age and an age assumed to be an index to mental age or capacity

reading rate

the rate at which one can assimilate the meaning from the printed page

reading readiness

(for beginning reading) preparation for reading preceding the actual reading of printed material or book reading that lays the foundation for later maximum success in reading

reading readiness

(for all other levels of reading) a preparation or development (experience background, correct attitudes, interest, vocabulary concepts, needed skills, and an understanding of the purpose of a reading assignment) that results in a desire, mental ability, and physical capacity for a specific reading lesson or learning activity

recognition span

the amount of print a reader can see and identify at one fixation; the number of letters, parts of words, or words that can be seen and identified at one fixation pause

recreational reading

individual reading done voluntarily for pleasure or fun and (from the teacher's standpoint) for building permanent interest in reading

refrain

phrase or a verse repeated regularly at the end of each stanza of a poem or song

**regression**
backward or reverse movements of the eyes to retrace along a line of print or to get a second look at something that is not clearly seen (A good reader makes few regressions.)

**regressive frequency**
the number of times the eyes tend to retrace or review portions of the line of print being read

**remedial reading**
specialized, corrective instruction based on individual needs for students whose test records indicate a serious discrepancy between their reading age and mental age and who have failed to master the basic reading skills (Instruction is based on principles that are fundamental to good remedial teaching: careful diagnosis to identify individual deficiencies and needs; planned thorough, systematic teaching designed to improve the indicated phases of reading found deficient; instruction beginning at the individual's own reading level adjusted to his own need of basic skills and presented individually or to small groups with like disabilities; the use of a variety of teaching techniques and multi-level materials that are well within the students' abilities and geared to their interests; purposeful drill when there is a recognized and definite need; retesting after a period to determine the adequacy of instruction; a positive classroom atmosphere, where through good motivation, understanding, encouragement and by many opportunities to experience successful accomplishment students' interest in learning can be aroused and maintained leading to self-confidence and growth.)

**return sweep** (of eyes)
the eye-jumps from the end of one line of print back to the beginning of the next line

**reversal**
a confusion between letters, between words, between parts of a word, or between words in a phrase

in for on

was for saw

the red little car
for
the little red car

**reversal tendency**
the tendency of immature children to reverse or confuse letters and word forms; confusing such letters as b, d; transposing the sequence of letters within a word as was for saw, pot for top; transposing the sequence of words within a phrase or within a sentence

(See reversal.)

**rhythmic movement**
the working together of the two eyes in a regular pattern line after line

**root** (stem or base word)
original word (form) from which other words have been developed by the addition of prefixes, suffixes, and inflectional endings; a word or part of a word that is used as a base for forming other words; the part of a word form that is unchanged in meaning by adding parts

port (root)

re port

im port

port able

**satire**
a kind of writing in which irony, ridicule, or sarcasm is used to ridicule habits, ideas, customs, vices, or abuses, or is used to amuse the listener or reader

**schwa**
the vowel sound heard in most unstressed syllables indicated by the symbol (ə)

sofa      enough

**secondary accent**
a less emphatic stress placed on a syllable in a word which has a syllable of primary accent

man´ u fac´ ture

(Secondary accent is placed upon the first syllable.)

**sensory imagery**
the ability to re-create from words sense experiences - sounds, tastes, smells, etc.

**shades of meaning** (of a word)
the meanings that a word suggests or implies apart from its basic (dictionary) meaning; the connotative meanings of a word; the meanings that connotations add to words; multiple meanings of a word; extensiveness of word meaning; the change in meaning of a word that is brought about by the function of the word according to the context in which it is used

(See connotation, extensiveness of word meaning, and multiple meanings of a word.)

**shifts of meaning** (of a word)
differences in understanding of word meaning brought about by the age and experience of the reader, the time of the writing and the time-setting of the writing, the locality in which the word is used, the function of the word (change of meaning brought about by usage), and difference in stress

**sight words** (sight vocabulary)
words learned, memorized, and recognized as whole words through the aid of picture clues, context clues, and configuration during the beginning stages of reading, until they have meaning wherever they are seen

**simile**
a figure of speech in which a comparison is made between two unlike things introduced by like or as

The children were as quiet as mice.

The fog encircled the city like a great blanket.

**skimming**
rapid, purposeful reading to survey reading material, gaining a general impression or meaning; to locate key phrases or key words; to locate a date, a figure, or a specific name; to review material previously read; to determine whether reading material contains needed information

**speaking vocabulary**
words understood and used correctly in speech

**SQ3R Study Method**

a systematic technique or process for studying an assignment, devised by Frances P. Robinson

**stem** (root or base word)

the basic part of a word to which prefixes, suffixes, and inflectional endings can be added to develop other words; the part of a word form that is unchanged in meaning by any additional parts

(See root.)

**stress** (accent)

emphasis or force placed on a syllable in a word, or on a word in a phrase or in a sentence by pronouncing it louder than any other syllable or word

(See accent.)

**structural analysis**

a technique for independent word recognition; the means by which a reader identifies the parts or meaning units within a word and sees the relationship among these parts - root words, compound words, prefixes, suffixes, inflectional endings, so as to discover the pronunciation and meaning of unfamiliar words; an aid in dividing words into pronunciation units or syllables

**subvocalization**

sounds articulated organically but not voiced or whispered

**suffix**

a visual and meaning unit of one or more letters or a syllable that is affixed (added) to the ending of a word to change the function or modify the meaning of a root, an inflected form, or a derived form

slow slowly    attend attendant

resident residential

**supplementary reading**

reading used as a means of reenforcing or maintaining abilities and skills that are developed through the use of basal materials, as distinguished from the reading done independently or from basal materials

**syllabication**

division of words into parts or syllables usually done for pronunciation purposes

**syllable**

a word or part of a word in which a vowel sound is heard (Written syllables may or may not correspond to spoken syllables.)

**symbol**

a character or an object as a sign, an emblem, or a token that stands for something else; a visible sign used to stand for or suggest something invisible as an idea or a quality; a character, a diagram, a letter, or an abbreviation used instead of a word or words

letter symbols for sounds

word symbols for ideas or things

mathematics, science, and music symbols for operations, qualities, elements, spatial relationships, and sounds

lion for strength and courage (Lion, a visible sign, is used to indicate the idea or quality of strength and courage.)

**symbolism**

the use of visible objects or characters to indicate or signify an abstract idea

**synedoche**

a figure of speech in which a part of something is named when the whole is meant, or the whole is named when only a part is meant

The sails moved slowly out to sea. (sails meaning a boat)

Minnesota won the championship football game.
(Minnesota meaning the Minnesota football team)

**synonym**

a word that has the same or nearly the same basic meaning as another word; a word that has the same denotation but different connotations

pretty - beautiful

(See connotation and denotation.)

**tachistoscope**

a machine or device for the rapid timed exposure of reading material used as an aid to improving reading rate

**technical vocabulary**

terms with a special meaning related to a special subject area, and appearing in no other subject area; essential words needed to understand reading content in a special subject area

hypotenuse, polynomial, sine in mathematics

neutron, enzyme in science

**telescoped words**

words made by blending two words into one word so as to suggest something of each - smog (made by blending smoke and fog)

**topic sentence**

the sentence in a paragraph which tells clearly what one idea or point is to be developed or that announces the subject of the paragraph

**transitional words or phrases**

words or phrases that link ideas or sentences together or indicate a shift of thought from one paragraph to another

however, but, furthermore,

besides, since

(See connecting words and phrases.)

**unaccented syllable**

the syllable (s) not stressed in a word of more than one syllable

count′ less (Less is the unaccented syllable.)

**understatement** (litotes)

a figure of speech in which words less strong than expected are used in order to impress; a statement made in negative form, the opposite of what is actually meant

hurricane described as a little blow

The girl is a singer of no little ability.
(Meaning: The girl is a singer of great ability.)

**variant** (variant form)

a different form or different spelling of a word

| | |
|---|---|
| theater | theatre |
| catalog | catalogue |
| boy's | of the boy |

**visual acuity**

ability to see or perceive sharply or accurately

visual-auditory perception
a phonetic skill used in word attack (and spelling); the ability to associate the speech sounds with the appropriate letter symbols; the ability to associate visual perception and auditory perception so as to see relationships (look-alike letters, or word elements - sound-alike letters or word elements)

fun - for

cat - sat

visual clues
small words or parts of words that aid in determining syllabic divisions, accent, and vowel sounds in words

visual discrimination
the acquired ability to distinguish similarities and differences in objects, pictures, letters, and words through detail, configuration, and form; the habit of visual scrutiny

visual memory
ability to remember or to recall from memory-pictures, objects, letters, words

visual memory imagery
ability to recall from memory a visual image

visual memory span
the number of items related or unrelated that can be recalled immediately after seeing them presented

vocabulary development
acquiring new words (or extending word meanings) that can be recognized and used in speaking, reading, and writing

vocalization
movement of lips, tongue, or any parts of the throat that are used in speaking

vowel
an open, unobstructed speech sound made with the open throat, lips, teeth, and mouth

a, e, i, o, u and sometimes y

vowel digraph
a two-vowel letter combination having a single speech sound

ai, oe, oa, ee, ue

word analysis
the method by which an unknown or unfamiliar written word can be analyzed into known parts by means of phonetic and structural analysis for the purpose of word identification

word attack
term used to describe basic word perception skills including context clues, phonetic and structural analysis

word discrimination
the ability to distinguish between configurations or forms of words

word perception
a response to a visual printed word form; the ability to identify or recognize words by attaching sound and meaning to the printed word through the use of word analysis skills (phonetic and structural) and context clues; a perception of a word as a meaningful unit of language; attaching sound and meaning to the printed symbols

(See word recognition.)

word phonogram

a small word, generally learned as a sight word, which serves as a visual unit (clue) or word element in longer words

at (helpful in analyzing cat, spat, hatch)

an (helpful in analyzing ran, span, ranch)

word recognition

the recognition or identification of a new or unfamiliar word by means of a context clue or by skill in analyzing the word form through phonetic and structural analysis

(See word perception.)

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